MINUTES

of the

FACULTY SENATE

of

CLEMSON UNIVERSITY

May 1981 through October 1981
MINUTES OF THE FACULTY SENATE

May 5, 1981

I. Call to Order

President Stephen Melsheimer called the meeting to order at 3:33 p.m.

II. Approval of Minutes

The Minutes for Meetings on March 10, 1981, and April 1, 1981, were approved. After correction of two errors, the deletion of one passage, and the shifting of two sentences to reflect the sequence of events in the discussion of Faculty Senate Resolution FS 81-4-1, the Minutes of the Meeting of April 7 were approved.

III. Committee Reports

A. Senator Kimbell said that the Admissions and Scholarship Committee met on April 28, 1981, to consider a suggestion that class schedules be arranged so that classes would meet on a sequence of Monday-Wednesday-Friday and Tuesday-Thursday. The Committee also discussed the possibility that M-W-F classes could meet on the hour and the T-Th classes on the half-hour. The Committee, he reported, had no recommendation to make at this time. He added that the Committee will attempt to establish an agenda for the coming academic year at its next meeting.

B. Senator Rollin said that the Policy Committee had completed an overview of a draft of a Constitution for the faculty. He said that the Committee would return for another look and would pass the draft along to President Melsheimer for his study. He said that the Committee hoped to have the document ready for the July Meeting of the Senate.

C. Senator Ham reported that the Research Committee had not met but expected to do so in order to decide upon an agenda.

D. Senator Quisenberry said that he had traveled to Columbia with John Gentry to attend a Legislative Committee hearing on the Simpson Amendment, a plan whereby beneficiaries could choose a pension under the South Carolina Retirement System if enabling legislation can be passed. He reported that the Amendment was now before the Assembly for consideration. He added that the Welfare Committee would hold a meeting next week.

E. Ad Hoc Committees:

Senator Huffman gave a brief history of the Workload Analysis Document. It originated with a subcommittee of the Council of Deans, he said, which was charged with preparing a report on workloads for Provost Maxwell. The Senate Ad Hoc Committee will review this document, and propose improvements to better measure faculty achievements. (See Attachment A.)
Substituting for Senator Hood, Senator Huffman presented a report for the Ad Hoc Committee charged to carry out the stipulations of FS 81-4-1, the intent of which was to insure that no compromise of University policy would result from the endowment of a chair by the Abney Foundation. Members of the Committee had held two meetings with Provost Maxwell and has drafted a policy to govern the selection and evaluation of holders of endowed chairs. Provost Maxwell appears to agree with the policy. The Committee has not yet met with President Atchley. Senator Rollin asked whether the Committee charged to elect a holder of the Abney Chair of Free Enterprise had been enlarged. Senator Huffman and President Melsheimer answered that the policy as drafted by the Ad Hoc Committee has a specific provision for enlarging the selection committee. In answer to Senator Rollin's question as to whether the position would be advertised before a policy was accepted, President Melsheimer said that it was his understanding that no advertisements would be released until a policy had been decided upon.

F. Senator Kimbell, reporting as a member of the Ad Hoc Committee to Review Academic Regulations, encouraged his fellow senators to examine the report of the Committee carefully. The time for discussion and change is now, he said, before the report is accepted and made University policy. (See Attachment B.)

Senator Rollin wanted to know when the report could be viewed by the faculty of the various colleges. President Melsheimer agreed to have senators involved in a review of the report before the next meeting. He said that he would either charge a standing committee or an ad hoc committee with the task of reviewing the document.

Senator Kimbell, making a report on the work done by a University Committee charged with examining the operation of Clemson's Summer School, announced that the findings and recommendations of that Committee were forthcoming.

Senator Palmer, reporting for the Undergraduate Council, said that student evaluation of faculty performance would still be collected for the information of the faculty and not for publication.

IV. President's Report

President Melsheimer called attention to some items of information which he wished to add to his written report to the Senate. The amplified version appears as Attachment C.

V. Old Business

None

VI. New Business

To fill its allotted places on University Commissions and Committees, the Senate elected the following senators:

- Commission on Undergraduate Studies: M. C. Palmer
- Commission on Graduate Studies and Research: M. W. Dixon
- Commission on Faculty Affairs: E. C. Hipp and Bobby Robinson
- Commission on Public Programs: G. Wesley Burnett
To consider the matter of a letter of commendation to the Abney Foundation, the Senate went into executive session. Senator Palmer moved that the executive session be ended, a motion seconded by Senator Ham. Senator Huffman then moved that the following letter be approved. It was approved by voice vote.

May 5, 1981

Mr. J. R. Fulp, Jr.
Chairman Abney Foundation
Mr. D. Wellsman Johnson
Vice Chairman Abney Foundation
P. O. Box 1138
Greenwood, S. C. 29646

Dear Mr. Fulp and Mr. Johnson:

On behalf of the Faculty of Clemson University, the Faculty Senate of Clemson University wishes to express its sincere thanks to the Abney Foundation for the one million dollar gift to Clemson University to establish The Abney Chair of Free Enterprise. This gift serves as an outstanding example of private support for public institutions of higher learning.

Your generous gift enhances the prestige of Clemson University by providing an endowed chair for a distinguished scholar in the field of economics. The Faculty pledges its continued efforts in pursuit of the highest academic standards, and a gift such as yours will help to promote that goal. We trust that as the Faculty endeavors to maintain excellence throughout the University, we may continue to merit the support of the Abney Foundation.

Sincerely yours,

Dr. Stephen S. Melsheimer, President
For the Faculty Senate

The final item, Resolution FS 81-5-1, introduced by Senator Kline passed unanimously.
Resolution FS-81-5-1

Whereas, Elizabeth Brown had been employed as a visiting associate professor in the College of Nursing at Clemson University beginning in August 1980, and

Whereas, Mrs. Brown met an untimely death on April 23, 1981, while carrying out the duties of her position,

Be it hereby resolved, that the Faculty Senate, on behalf of the faculty of the University, extend sympathy to her immediate family via letter from the Faculty Senate President.

VII. Adjournment

The meeting adjourned at 4:54 p.m.

Respectfully submitted,

John L. Idol, Jr., Secretary
The Faculty Senate

Senators Absent:
D. Miller
F. Morgan
S. Wainscott
J. Williams
The purpose of the Instructional Workload Analysis is to provide more complete and comprehensive information than is presently available concerning the instructional duties and responsibilities of the faculty. Such an analysis should permit individual faculty members to receive credit for many duties and responsibilities that are crucial to our instructional programs but which are not currently reflected in the data that are currently compiled on faculty workloads. The information received from this analysis should also provide a better basis for the allocation of positions and funds to our instructional programs. Since it is recognized that departments and colleges vary greatly in their orientations, scopes, and missions, no minimum standard workload is posed in this analysis.

The Instructional Workload Analysis seeks to evaluate all duties and responsibilities associated with instructional programs in terms of a common work unit, the semester hour equivalent. This unit is equal to one semester credit hour taught according to the following circumstances:

- All students in the class are undergraduates,
- Class size is between 25 and 30 students,
- The class meets three times per week for fifty minute lectures, with no laboratory work (defined as one course),
- The instructor performs all teaching duties and has no teaching assistants, paper graders, tutors or other help,
- The instructor has taught the course previously at least once in the last three years.

A. INSTRUCTION. The total instructional workload is the sum of the lecture credit hours (excluding laboratories) and the semester hour equivalents for the activities specified below.

A.1. Classroom instruction-

A.1.1. Undergraduate instruction - Multiply course credit hours for the lecture portion only by a factor of 1.0. Include all 600 level courses in this item even though all enrollments may be graduate students.

A.1.2. Graduate instruction - Multiply course (lecture) credit hours by a factor of 1.33. Thesis or dissertation direction is excluded, considered elsewhere. Class size is 10 to 15 students. Course level is 700 or above; 600 level is credited the same as the undergraduate counterpart.

A.2. Laboratory instruction - Credit for all laboratory instruction (lecture-laboratory as well as separately designated laboratories) is based on contact hours. If laboratory assistants are assigned to the instructor, appropriate reductions of credit are calculated in steps A.9.

A.2.1. Undergraduate laboratory instruction - Multiply laboratory time (contact hours) by 0.67.
A.2.2. Graduate laboratory instruction- Multiply contact hours by a factor of 0.89.

A.2.3. Instructor supervises laboratory and is responsible for assigning grades, but has an assistant to conduct or assist in the laboratory. Credit calculated in A.2.1. and A.2.2. is apportioned between the instructor and the assistant(s). Refer to Team Teaching, A.6, and Graduate Assistants- Non Teaching, A.9.

A.2.4. A laboratory taught by a graduate teaching assistant (or comparable assistant), who is responsible for assigning grades for the laboratory work and is listed on the class roll as the instructor, does not generate instructional workload credit for any other faculty member.

A.3. Clinical laboratories or practica- Multiply average weekly contact hours by a factor within the range of 0.67 to 1.0 as assigned by the college dean upon the recommendation of the department head. Such laboratories include clinical practice (nursing) and practica (practice teaching). Average weekly contact hours shall be determined as the total contact hours for the semester divided by 15.

A.4. First time course is taught by instructor- Multiply undergraduate course (lecture) credit hours by 0.33. The standard unit is based on the assumption that the instructor has taught the course previously at least once in the last three years. This additional credit is given for courses taught by the instructor for the first time.

A.5. Multiple preparations- Multiply undergraduate course (lecture) credit hours by 0.33. The standard unit is based on the assumption that lecture preparations for only one course is necessary. Credit is given for any additional preparations.

A.6. Team teaching- The total credit for each course that is team taught shall be allocated among the instructors as determined by the head of the department in which the course is offered. In no case shall the total credit allocated exceed the credit generated if only one instructor were involved.

A.7. Instruction of large sections- Additional credit is given for undergraduate classes which exceed an enrollment of 30 and for graduate classes (700+) which exceed an enrollment of 15.

A.7.1. Undergraduate classes- Increase course (lecture) credit hours by a factor of 0.01 for each student enrollment in excess of 30; use average enrollments for multiple sections of the same course.
A.7.2. Graduate classes- Increase course (lecture) credit hours by a factor of 0.01 for each student enrollment in excess of 15; use average enrollments for multiple sections of the same course.

A.8. Graduate teaching assistants- Instructional workload for graduate teaching assistants shall be determined in the same manner as faculty.

A.9. Graduate assistants, non-teaching- Graduate assistants may be assigned to faculty members to provide instructional assistance. Instructional workload credit for the graduate assistants shall be calculated by dividing the assigned number of hours of service per week by 3.33. The instructional credit allocated to the supervising faculty member for the course or laboratory in which he or she is receiving assistance shall be reduced by one-half of the credit calculated for the graduate assistant for that course or laboratory.

B. RESEARCH SUPERVISION. Both undergraduate and graduate students may conduct research or special studies under the supervision of faculty. Each student receives individual supervision; there are no regularly scheduled group lectures; and in many cases, students enroll for a variable amount of credit. Instructional workload credit is based on total student credit hours assigned to each faculty member. For thesis and dissertation research, credit is assigned to the chairman.

B.1. Special problems, directed research, and other individualized instruction- Divide total student credit (undergraduate and graduate) hours by 6.

B.2. Masters' research-

B.2.1. For the chairman, divide the total student credit hours of 891 or other thesis research course by 3. The maximum cumulative total is two semester hour equivalents for each student thesis.

B.2.2. For the committee member, divide the total student credit hours of 891 or other thesis research course by 12. The maximum cumulative total is one-half semester hour equivalents for each student thesis.

B.3. Doctoral research-

B.3.1. For the chairman, divide the total student credit hours of 991 by 2. The maximum cumulative total is nine semester hour equivalents for each student dissertation.

B.3.2. For the committee member, divide the total student credit hours of 991 by 9. The maximum cumulative total is
two semester hour equivalents for each student dissertation.

C. STUDENT ADVISING. Each student is assigned to one and only one faculty member for the purpose of academic advising.

C.1. Undergraduate student advising—Divide the number of students by 50. Maximum credit is three semester hour equivalents. An average of one contact hour per student per semester is assumed.

C.2. Graduate student advising—Divide the number of students by 25. Maximum credit is three semester hour equivalents. An average of two contact hours per student per semester, exclusive of research supervision is assumed.

C.3. Student organizations—Credit for advising student organizations which are officially recognized by the University may be assigned by the Provost in consultation with the department head and the college dean and, in cases of non-academic organizations, the Vice President of Student Affairs.

D. OFFICIAL COMMITTEE ASSIGNMENTS.

D.1. Departmental committees—Credit is assigned by the department head and approved by the college dean. Maximum credit assignable per department is 0.5 semester hour equivalents per full time faculty members.

D.2. College committees—Credit is assigned by the college dean and approved by the Provost. Maximum credit assignable per college is one semester hour equivalent per department per semester.

D.3. University commissions, councils, and committees—Credit shall be assigned by the Provost. Committee members who are required to meet regularly and frequently may be credited with up to one semester hour equivalent (e.g. chairman of major committee which meets at least monthly), per committee. Committee members who meet infrequently (once annually) normally would not qualify for such credit. Maximum credit is three semester hour equivalents for any faculty member per semester.

D.4. Faculty Senate—Credit shall be assigned by the Provost in consultation with the President of the Faculty Senate. Senators may receive up to a total of three semester hour equivalents per semester for all Senate and committee assignments. The President of the Faculty Senate may receive up to six semester hour equivalents per semester for all activities associated with this office, including all committee assignments.

E. ADMINISTRATIVE DUTIES. Certain administrative duties related to instruction may be approved by the college dean upon the recommendation of the department head.
E.1. Multisection courses- Credit may be assigned for coordination of multisection courses using the following as a guideline:

<table>
<thead>
<tr>
<th>No. of sections</th>
<th>Semester hour equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to 12</td>
<td>1</td>
</tr>
<tr>
<td>12 to 24</td>
<td>2</td>
</tr>
<tr>
<td>over 24</td>
<td>3</td>
</tr>
</tbody>
</table>

E.2. Development or revision of courses and curricula- Credit may be recommended by the department head and assigned by the college dean for the development or revision of courses, laboratories, or other curricular related activities, up to a maximum of three semester hour equivalents for any faculty member, per semester.

F. CONTINUING EDUCATION/PUBLIC SERVICE. Credit may be given for non-credit teaching duties or other public services as part of a regular assignment for which no extra pay, bonus, or other additional compensation for these duties is received.

F.1. Divide total hours performed per semester by 50. Maximum credit for any faculty member is three semester hour equivalents per semester.

F.2. Instruction for which extra compensation is received shall not be credited in the workload analysis.

G. NON-INSTRUCTIONAL ACTIVITIES.

G.1. Sponsored research- Release time is granted for sponsored projects and compensation is charged to non-instructional budgets. Assignment of effort to sponsored programs shall be made by the department head and approved by the college dean. Therefore, no instructional workload is credited.

G.2. Unsponsored research- In some cases, instructional funds may be budgeted by the Provost for unsponsored research and/or cost sharing for sponsored programs. Approval and procedure is the same as for sponsored projects and no instructional workload is credited.

G.3. Professional activities- Attending professional meetings, presenting papers, refereeing of papers, organizing meetings, etc. are considered beneficial to the faculty member and to the University. Such activities are encouraged by providing travel funds, secretarial assistance, and other University support resources; however, no instructional workload is credited. In cases of major leadership positions in
academic or professional organizations (president of a national organization or chief editor of journal), release time may be provided upon recommendation of the department head, approval of the college dean and Provost, subject to the availability of funds.
### INSTRUCTIONAL WORKLOAD ANALYSIS DATA SHEET

**Name of Instructor: _____________________________**

**Department: _____________________________ College: _____________________________**

**Term: _____________________________**

#### INSTRUCTION:

- **A.1.1** Undergraduate lecture credit hours: ______________ x 1.0 = ______________
- **A.1.2** Graduate lecture credit hours: ______________ x 1.33 = ______________
- **A.2.1** Undergraduate lab contact hours: ______________ x 0.67 = ______________
- **A.2.2** Graduate lab contact hours: ______________ x 0.89 = ______________
- **A.2.3** Apportioned lab credit: ______________ x = ______________
- **A.3** Avg. Wkly. Clinical contact hours: ______________ = ______________
- **A.4** First time crs cr hr: ______________ x 0.33 = ______________
- **A.5** Multiple prep lecture crs cr hr: ______________ x 0.33 = ______________
- **A.6** Apportioned team tch credits: ______________ = ______________
- **A.7.1** Undergrad enr mt over 30: ______________ x 0.01 x ____ cr hr (lecture) = ______________
- **A.7.2** Graduate enr mt over 15: ______________ x 0.01 x ____ cr hr (lecture) = ______________
- **A.8** Adjust for grad asst: assigned hrs/wk ______________ = ______________

#### RESEARCH SUPERVISION:

- **B.1** Special prob total student cr hr ______________ / 6.0 = ______________
- **B.2.1** Chm, total student cr hr 891: ______________ / 3.0 (Cum max = 2.0/thesis) = ______________
- **B.2.2** Comm, total student cr hr 891: ______________ / 12.0 (Cum max = 0.5/thesis) = ______________
- **B.3.1** Chm, total student cr hr 991: ______________ / 2.0 (Cum max = 9.0/dissert.) = ______________
- **B.3.2** Comm, total student cr hr 991: ______________ / 9.0 (Cum max = 2.0/dissert.) = ______________

#### STUDENT ADVISING:

- **C.1** No. undergrad student advisees: ______________ / 50.0 (Max = 3.0) = ______________
- **C.2** No. graduate student advisees: ______________ / 25.0 (Max = 3.0) = ______________
- **C.3** Student organizations, credit as assigned: = ______________

#### OFFICIAL COMMITTEE ASSIGNMENTS:

- **D.1** Dept. committees, credit as assigned: = ______________
- **D.2** College committees, credit as assigned: = ______________
- **D.3** University committees, credit as assigned: (Max = 3.0) = ______________
- **D.4** Faculty Senate, credit* as assigned: (Max = 3.0 mbr) (Max = 6.0 Pres) = ______________

*Maximum credit limit includes all official committee assignments (D1-D4)

#### ADMINISTRATIVE DUTIES:

- **E.1** Multisection coordinator, credit as assigned: = ______________
- **E.2** Curriculum development, credit as assigned: (Max = 3.0) = ______________

#### CONTINUING EDUCATION/PUBLIC SERVICE:

- **F.1** Total hours service for semester: ______________ / 50.0 (Max = 3.0) = ______________

#### TOTAL INSTRUCTIONAL WORKLOAD

= ______________

**PERCENT TIME CHARGED TO:**

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>SPONSORED RESEARCH</th>
<th>UNSPONSORED RESEARCH</th>
<th>PUBLIC SERVICE</th>
<th>OTHER</th>
<th>(Specify)</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

**Reviewed by: _____________________________ Approved by: _____________________________**
Ad Hoc Committee to Review Academic Regulations

Committee Members:
Larry Bauer (Rural Sociology/Agricultural Economics)
Cynthia Belcher (Nursing)
Norman Book (Architecture)
Farrell Brown (Graduate School)
Benjamin Dysart (Engineering)
Sally Franklin (Student Senate)
Larry Gahan (Forestry and Recreation Resources)
Paul Giammatteo (Graduate Student)
Gordon Gray (Education)
Alan Grubb (Chairman)
James Kimbell (Faculty Senate, IM/TS)
Richard Larson (Liberal Arts)
Roseann Stone Helms (Undergraduate Student)
Kenneth Vickery (Admissions and Registration)
Henry Vogel (Sciences)

REPORT

Our charge has been to review the University's academic regulations, as contained in The Clemson University's Announcements (1979-80) between pages 34 and 42 and relevant sections of The Graduate School Announcements (pp. 24-42). We have interpreted this to involve a thorough study of the University's academic policies. Such a general review is long overdue and presently needed, as many of the University's existing academic policies are either, 1) no longer relevant, 2) inadequately or with difficulty enforced, 3) insufficiently rigorous, or 4) in certain instances, actually debase academic standards. Many of these policies reflect, in fact, earlier situations when academic requirements and standards, whether better or worse, were different. Also, many of these policies have long been criticized, particularly by faculty but by students and administrators as well. Some, like the Withdrawal Policy, have been a bone of contention for years, the subject of numerous Faculty Senate resolutions urging its modification. Changes in policy have been made over the years, of course; however, there has been no systematic review before now.

Our committee, composed of faculty, students, and administrators seems the ideal vehicle for such a general review. We make our recommendations after a thorough and lengthy study. We offer them as a "package," believing that this approach, rather than the piecemeal approach of the past, is the best way to review and improve academic regulations. The need for high standards is obvious and generally supported; what has divided us is the means to this end, not the end itself. What we propose are changes that we believe will demonstrably improve existing academic policies and standards. These recommendations are, in many cases, a compromise. We do not pretend that these changes, if adopted, represent an ideal. On some of these issues there will probably never be agreement or a complete meeting of minds. But we are confident that they would be better than those presently in force.

In general, the Committee has aimed at standards and policies which are academically justifiable, uniform, and applicable. In the past policies have not always been applied; it is the Committee's aim that this no longer be the case. We have suggested some changes or modifications in existing regulations, the deletion of others, and the introduction of some new policies. We have paid closest
attention to regulations and policies concerning undergraduates, feeling that here the need of review was greatest as is the number of individuals affected. However, we have also examined the policies of the Graduate School, endeavoring to make graduate and undergraduate policies as uniform as possible in those areas (Withdrawal Policy and Incompletes, for example) where no justification exists for divergence.

These recommendations represent the consensus of the Committee. Like any committee effort, no one is perfectly satisfied. The Committee has been composed of representatives from each college, undergraduate and graduate students, the Graduate School, the Faculty Senate, and the Dean of Admissions and Registration. In addition, the Committee voted to include, besides the student representative, a representative from the Student Senate. The diversity of the Committee's composition has given it breadth and exposed it to most opinions. We have also been assisted by Stanley Smith, the Registrar, who has regularly attended our meetings, and been addressed concerning the Withdrawal Policy and related matters by David Fleming, the Schedule Coordinator. Committee members agree that there will be only one report, hoping thereby to reinforce the totality of our recommendations and emphasize the need of changes in academic regulations. This decision also reflects our opinion that faculty, students and administrators have too long been at loggerheads on these matters and that the time has come to enact changes. It is also the Committee's view that no one thing in itself will maintain the University's high standards and academic integrity, but that these can only be the result of the totality of its academic regulations. It is with this in mind that we submit a single report, asking, therefore, that these recommendations be examined together, as the attempt to deal with the total academic situation and not simply one area.

We make the following recommendations. While each one is important, in the interest of brevity we will elaborate only on those that are, or may be, controversial or those that require explanation. Our method of presentation is as follows:

1) to indicate what is defective or inappropriate in present policy;
2) to explain the philosophy of the recommended change;
3) to suggest the implementation of the change.

These changes, we repeat, represent the consensus of the Committee and we submit them as a package, intended as a general review and comprehensive proposal for change. We hope the appropriate University Councils will see fit to act immediately on this report.

RECOMMENDATIONS REGARDING ACADEMIC STANDARDS

I. Higher Standards for Remaining Enrolled

A. THE STUDENT'S CUMULATIVE GRADE POINT RATIO (GPR) ON COURSES ATTEMPTED AT CLEMSON UNIVERSITY IS COMPUTED AT THE END OF ANY PERIOD OF ENROLLMENT. THE COURSES USED IN THIS COMPUTATION ARE THOSE GRADED A-B-C-D-F, WITH THE POSSIBILITY OF A GRADE OF "I" WHICH WILL COUNT AS AN F UNTIL REMOVED.
B. THE GRADE POINT RATIO IS COMPARED TO A REQUIRED VALUE GIVEN BY THE FORMULA ACCOMPANYING EITHER OF THE ATTACHED DIAGRAMS, A OR B. THE COMMITTEE'S FIRST CHOICE IS A. THE INDEPENDENT VARIABLE, LABELED "CR." IS KNOWN AS THE CREDIT LEVEL AND IS THE SUM OF:

1. CREDITS ATTEMPTED AT CLEMSON UNIVERSITY IN COURSES GRADED A-B-C-D-F (OR I).
2. CREDITS ATTEMPTED AT CLEMSON UNIVERSITY GRADED "PASS/FAIL."
3. CREDITS RECEIVED BY ADVANCED PLACEMENT OR BY SPECIAL EXAMINATION.
4. CREDITS TRANSFERRED TO CLEMSON UNIVERSITY.

(The credit level is the same as that presently labeled "Total Semester Credit Hours Earned" except that failed courses are not included in the latter.)

COMMENTARY: Presently, students are permitted to maintain a GPR of 1.40 for 59 or less semester hours attempted at Clemson. This does not appear to represent progress toward a degree and the increases at 60 and 90 semester hours are modest but ineffective demands for an improved GPR. Any type of step function is basically inequitable to one whose schedule places him or her, for example, at 90 credit hours while a classmate in the same major might be placed at the 89 credit hour point. It is also noted that there is no additional requirement for continued enrollment beyond the 90 semester hour point provided the GPR equals or exceeds 1.80. Such a practice condones a degree spanning 6-8 years and totaling 200 or more semester hours attempted as the student strives for a cumulative GPR of 2.00.

Perhaps the most glaring shortcoming of the present system is that the GPR requirement for continued enrollment permits transfer students to perform initially at the same level as freshmen since only courses attempted at Clemson are utilized. The Committee believes in the concept of a continuous increase in the GPR required for continued enrollment for about the first three years and, that in this relationship, the credit level is the only meaningful independent variable.

As a matter of information, the proposed policy and present policy are compared as they would affect those members of the student body in August, 1980, who have attempted 90 or more semester hours at Clemson.

Ineligible to continue by present policy--------78
Ineligible to continue by proposed policy A------251
Ineligible to continue by proposed policy B------157

Note: One should not be misled by these numbers into believing there will be wholesale dismissals at 90 hours because higher requirements will already have been enforced and students will have been warned earlier by the new procedure of probation recommended below.

C. The Student whose cumulative grade point ratio equals or exceeds the required value is considered to be in good standing. Otherwise, the student is placed on academic probation at the end of that session of enrollment.

II. New Procedures for Academic Probation

A. THE STUDENT ON PROBATION WILL HAVE AN APPROPRIATE ENTRY APPEARING ON HIS OR HER TRANSCRIPT AT THE END OF ANY SESSION OF ENROLLMENT AS LONG AS THAT
STATUS IS IN EFFECT. ACADEMIC DEPARTMENTS WILL RECEIVE A LIST OF THEIR STUDENTS ON PROBATION.

COMMENTARY: The Committee considers the student's academic performance, in relation to the University's position on academic standards, to be of sufficient significance so as to warrant inclusion on the permanent record. Departments should utilize this information in proper advising.

B. THE STUDENT PLACED ON PROBATION WILL HAVE A NOTICE TO THAT EFFECT APPEARING ON THE GRADE REPORT, ACCOMPANIED BY A WARNING THAT THIS STATUS MUST BE REMOVED NO LATER THAN THE END OF THAT SESSION IN WHICH HIS OR HER CREDIT LEVEL HAS BEEN INCREMENTED BY 24 OR MORE SEMESTER HOURS. CONTINUOUS ENROLLMENT IS NOT NECESSARY.

COMMENTARY: At present, academically deficient students are served notice in May. However, it is an inherent feature of the system that this occurs only when the 60 and 90 hour boundaries are crossed. In some instances a warning is issued in December at the 75+ hour point to students whose projected status at the 90 hour boundary is unfavorable. A more timely warning is desirable.

For practical purposes, any increment in credit level will result from the attempting of conventionally graded courses at Clemson University since students would not elect to increment their credit level without the possibility of accruing quality points. In addition, it is not advisable to print an expected grade point ratio necessary to remove probation since some students will not require the full 24 semester hours while others will naturally cross the 24 hour boundary with excess credits.

C. THE STUDENT WHO HAS COMPLETED TWO OR MORE SESSIONS ON PROBATION BUT HAS NOT EXHAUSTED THE 24 SEMESTER HOUR LIMIT WILL HAVE A WARNING PLACED ON THE SESSION GRADE REPORT THAT THE PROBATIONARY STATUS MUST BE REMOVED NO LATER THAN THE END OF THAT SESSION IN WHICH HIS OR HER CREDIT LEVEL HAS BEEN INCREMENTED BY XX OR MORE SEMESTER HOURS. (XX=24-CREDIT HOUR INCREMENT TO DATE SINCE BEING PLACED ON PROBATION.)

D. THE STUDENT WHO IS SUCCESSFUL IN REMOVING THE PROBATIONARY STATUS WILL HAVE AN APPROPRIATE ENTRY APPEARING ON HIS OR HER TRANSCRIPT AND GRADE REPORT.

E. THE STUDENT WHO DOES NOT REMOVE THE PROBATIONARY STATUS BY THE END OF THAT SESSION IN WHICH HIS OR HER CREDIT LEVEL HAS BEEN INCREMENTED BY 24 OR MORE SEMESTER HOURS WILL BE DISMISSED FROM THE UNIVERSITY AND THE PERMANENT RECORD WILL BE SO LABELED.

III. READMISSION AFTER DISMISSAL

A. THE STUDENT MAY WISH TO APPEAL THE DISMISSAL AND WILL BE REFERRED TO A COMMITTEE TO BE APPOINTED BY THE PROVOST FOR THE PURPOSE OF CONSIDERING SUCH APPEALS. A DENIED APPEAL DOES NOT PRECLUDE SUBSEQUENT APPEALS. SHOULD A STUDENT BE REINSTATED, NECESSARILY ON PROBATION, THE PERMANENT RECORD WILL REFLECT THIS ACTION.

B. THE STUDENT WHO HAS NOT ENROLLED FOR A PERIOD OF FOUR CALENDAR YEARS AFTER DISMISSAL MAY APPLY FOR READMISSION UNDER SPECIAL CONDITIONS KNOWN AS ACADEMIC RENEWAL. UNDER THESE CONDITIONS, THE PREVIOUS CREDITS ATTEMPTED AND QUALITY POINT DEFICIT WILL NOT CONSTITUTE A LIABILITY IN A NEW GRADE
POINT COMPUTATION. HOWEVER, NO CREDITS PASSED OR THEIR ATTENDING QUALITY POINTS WILL BE AVAILABLE TO THE STUDENT FOR A DEGREE AT CLEMSON. THE PREVIOUS RECORD WILL APPEAR ON THE PERMANENT RECORD AS WELL AS THE NOTATION OF READMISSION UNDER THE POLICY ON ACADEMIC RENEWAL.

COMMENTARY: The concept of academic renewal is an attempt to give due consideration to a student who has matured after a disastrous beginning and whose GPR should not be burdened with an earlier, and perhaps meaningless, GPR.


IV. Withdrawal Policy

THE WITHDRAWAL PERIOD SHALL BE FOUR WEEKS FROM THE FINAL ADD DATE, THAT IS, FIVE WEEKS AFTER CLASSES BEGIN. WITHDRAWAL FROM COURSES AFTER THAT PERIOD WILL RESULT IN HAVING FINAL GRADES RECORDED.

COMMENTARY: The current Withdrawal Period allows students to withdraw from a course prior to the last five weeks of classes in the semester with only a grade of W recorded.

Statistics compiled by David Fleming, the Schedule Coordinator, for the academic year 1979-1980 show that approximately 4,500 credit hours were dropped during the first four weeks of the semester following the last date to add a course. During the next six weeks of the semester approximately 11,000 credit hours were dropped with 90 percent of these occurring in the tenth week of the semester. This figure of 15,500 credit hours dropped per academic year constitutes approximately 10 percent of the total credit hours taken at the University during the academic year.

These statistics confirm the Committee's belief that the current period of ten weeks is academically irresponsible. Students should be able to make informed decisions regarding their status in a particular course within the first full five weeks of classes in the semester. Furthermore, the current policy encourages students to wait until the final week of the withdrawal period to drop a course as there is no penalty imposed for dropping a course until this point in the semester. The current policy, therefore, allows students who may be in academic difficulty in a course to remain in that course for ten weeks, or two-thirds of the semester, with the hope of perhaps passing the course. This may, in addition, impede the student's academic progress in other courses for which he/she is enrolled during the semester.

Moreover, the decision to withdraw from courses should not be based solely on grades. The current policy encourages students to make this important decision based primarily on their academic status in the tenth week of the semester. Also, the policy does not encourage students to expand
their maximum effort in academic achievement as students know they can always drop the course if they are failing. Shortening the drop period will not, of course, eliminate the practice of drops. It may, however, reduce the psychology of dropping and will, in any case, motivate students to make academic decisions earlier, which is advantageous to students and faculty alike.

Finally, it appears academically unsound to award a grade of A, B, or C to one who conceivably sat in a course for one and two-thirds of a semester as compared to a student who might earn the same grade in a single semester.

V. Student Loads

THE MAXIMUM NUMBER OF HOURS IN WHICH A STUDENT MAY ENROLL IS 19. WRITTEN PERMISSION OF THE DEPARTMENT HEAD IN WHICH THE STUDENT IS A MAJOR IS REQUIRED FOR ALL REGISTRATION INVOLVING MORE THAN 19 HOURS. CREDIT LOADS SHOULD BE MONITORED BASED ON INFORMATION CONTAINED IN THE STUDENT DATA BASE, WHEN IN PLACE.

COMMENTARY: Generally the Committee believes that students presently enroll in far too many hours. Ideally, a load which students could handle effectively would be 15. However, since there are 155 semesters within the nine colleges which require 18 or more credits, such a load is impossible. The Committee therefore recommends that the maximum number of credit hours in which a student may enroll should be limited to 19 per semester. The section in the Announcement (p. 38) suggesting "Recommended Maximum Hours" based on GPR should be eliminated as this encourages even good students to assume that these are acceptable or normal goals.

Statistics compiled by David Fleming, the Schedule Coordinator, for the Fall 1979 and Spring 1980 indicate that due to the unlimited number of credit hours in which a student may enroll, many students register for more hours than they plan to complete. The practice of overbooking is worsened when coupled with the current withdrawal policy. The current policies of allowing students to enroll in as many as 37 credit hours (one student), wait until two-thirds of the semester (ten weeks) has passed, and then elect to drop those courses in which a high probability exists for receiving a failing grade. These policies do not appear to reflect the high academic standards espoused by Clemson University.

VI. Incompletes

COMMENTARY: The current policy regarding grades of Incomplete is not adequately enforced and allows students to obtain extensions of unspecified length for removing the grade of I. Thus a student may receive a grade of Incomplete as a freshman and not be required to meet the total requirements for the course until the semester in which the student graduates. The policy also allows students to enroll in courses which specify prerequisites for which a student has a grade of Incomplete recorded. Therefore, a student could receive a grade of Incomplete in the first course of a sequence and complete the sequence without removing the grade of Incomplete in the initial course.

The current policy also allows students to retake a course in which an Incomplete was received for credit without having the initial grade of Incomplete recorded. Thus a student can remain in a course through the semester, not take the final exam, and receive a grade of Incomplete. If the grade of Incomplete is not removed, a student may retake the course within one year and receive a grade for the course, in which case the initial grade of Incomplete for the course is not recorded. As in the case of withdrawals, a grade received under the present conditions diminishes the value of the same grade when the course was completed within the specified grading period.

VII. Transfer Credit

IN TRANSFERRING CREDIT FROM ANOTHER INSTITUTION, NO GRADE LOWER THAN C CAN BE ACCEPTED UNDER ANY CIRCUMSTANCES.

COMMENTARY: The current policy allows students in certain circumstances to transfer credit for courses in which a grade of D was received. For example, a student may transfer in a sequence of courses for which a grade of D was received in the first course in the sequence and grades of C or better in the subsequent courses in the sequence. In this instance all courses in the sequence could be accepted for transfer credit. This is academically questionable, if not unjustifiable.

VIII. Credit by Exemption

NO LETTER GRADE SHOULD BE ASSIGNED FOR ANY COURSE IN WHICH THE STUDENT HAS RECEIVED CREDIT BY EXEMPTION.

COMMENTARY: While the recommendation is simply a restatement of present University policy, there is at least one department on campus that does assign grades for credit by exemption. The Committee believes that the particular department must not be allowed to continue its policy.

IX. 300-400-Level Courses

NO COURSE TAKEN AT A NONBACCALAUREATE DEGREE INSTITUTION MAY BE USED AS AN EQUIVALENT OR SUBSTITUTE FOR ANY 300- or 400-LEVEL CLEMSON COURSE.

COMMENTARY: A course taken at a community college or similar nonbaccalaureate institution is generally not equivalent to upper-level (i.e., junior and senior level) course work at Clemson. If the materials should happen to be comparable, the student is allowed to challenge the Clemson course. Courses taught at the upper-division generally have prerequisites and are taught at a higher level.
X. Course Substitutions

COURSE SUBSTITUTIONS SHOULD FOLLOW THE INTENT AND SPIRIT OF CURRICULAR REQUIREMENTS.

COMMENTARY: Various examples have arisen wherein an administrator has approved of a course substitution and the substitute course is in no way comparable to the required course; e.g., a political science course as a substitute for French 202. This situation should cease.

XI. Re-examinations

THERE WILL BE NO RE-EXAMINATIONS ALLOWED FOR ANY COURSE TAKEN DURING THE LAST SEMESTER IN WHICH A STUDENT RECEIVES A GRADE OF F; NO RE-EXAMINATIONS WILL BE ALLOWED FOR ANY STUDENT DEFICIENT IN CPR.

COMMENTARY: This policy discriminates against students who receive a grade of F in a course who are not graduating seniors. Graduating seniors should not be given a preferential treatment beyond that which is accorded returning students. Whatever was the original justification for these provisions, these conditions no longer seem academically relevant or justifiable. Statements in the current catalog on pages 41 and 42 regarding re-examinations should be deleted.

XII. Prerequisites

STUDENTS SHOULD BE PREVENTED FROM SCHEDULING COURSES FOR WHICH THEY DO NOT MEET THE PREREQUISITES LISTED IN THE CATALOG. MONITORING WOULD BE ACCOMPLISHED VIA COMPUTER ANALYSIS BASED ON PREREGISTRATION. IT IS THE RESPONSIBILITY OF THE STUDENT TO SECURE WRITTEN PERMISSION FROM COURSE INSTRUCTORS WHEN PERMISSION OF THE INSTRUCTOR NEGATES A SPECIFIC COURSE PREREQUISITE. DEPARTMENT HEADS SHOULD BE NOTIFIED WHEN STUDENTS PRE-REGISTER WITHOUT HAVING MET THE CATALOG PREREQUISITES. FINALLY, DURING REGISTRATION STUDENTS SHOULD HAVE TO PROVIDE WRITTEN PROOF (i.e., INSTRUCTOR'S PERMISSION, GRADE REPORTS, TRANSCRIPTS, ETC.) OF HAVING MET PREREQUISITES PRIOR TO ADDING A COURSE.

COMMENTARY: If all students have met the prerequisites for a course, the instructor can teach it at the appropriate level. When some students have not met the prerequisites, some courses are diluted.

XIII. Exemptions from Final Examinations

FINAL EXAMINATIONS ARE REQUIRED IN ALL LECTURE COURSES. NO STUDENT SHALL BE EXEMPTED FROM THESE EXAMINATIONS.

COMMENTARY: Without finals, students are not tested over the last part of a course. The policy of exemptions, even of superior students, is becoming far too prevalent to be academically credible.

XIV. Comprehensive Final Examinations

FINAL EXAMINATIONS IN LECTURE COURSES SHOULD BE COMPREHENSIVE IN NATURE.

COMMENTARY: The comprehensive examination assists the student in integrating the materials and allows demonstration of mastery of the subject matter.
XV. Scheduling of Final Examinations

FINAL EXAMINATIONS MUST BE GIVEN ON THE DATES AND AT THE TIMES DESIGNATED IN THE FINAL EXAMINATION SCHEDULE.

COMMENTARY: Instructors are often pressured by a majority of the students taking an examination at an unfavorable hour to change the examination schedule. In some instances, the instructors themselves, contrary to University policy, alter times of examinations. Some of these changes place a minority of students at a clear disadvantage. The minority is often reluctant to challenge the will of the majority. Faculty should be clearly notified that no changes take place, unless administratively approved. Such a procedure could help to protect the rights of a minority of students.

XVI. The Week Before Finals

DURING THE WEEK BEFORE FINALS, NO EXAMINATIONS CAN BE GIVEN EXCEPT IN THE LABORATORY PORTIONS OF LECTURE/LABORATORY COURSES.

COMMENTARY: Recommendations XVI and XV are related. Students should not have to prepare for other examinations or finals scheduled by individual faculty during the week just prior to regular finals. This would allow more adequate preparation for the final comprehensive examinations.

XVII. Student Grade Reports

MINIMUM GPR REQUIREMENTS FOR CONTINUING ENROLLMENT. THE COMMITTEE RECOMMENDS THAT A STATEMENT REGARDING REQUIREMENTS FOR SATISFACTORY CONTINUING ENROLLMENT BE PRINTED IN EACH STUDENT'S GRADE REPORT.
Credit hour level* (Cr.)

*Includes credits attempted at Clemson, transfer credits, and credits received by advanced placement or by special examination.

Example: A student transfers in 60 credits and enrolls in 18 semester hours, 3 of which are graded pass-fail. On the 15 semester hours affecting the gpr, the student, in order to be in good standing, must achieve a minimum gpr of 1.91, i.e., substitution of Cr. = 78 into the formula.

<table>
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<th>Additional information assuming all credits are derived from conventionally graded Clemson Univ. courses</th>
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**Not Applicable

\[
gpr = \begin{cases} 
0.0050(Cr.) + 1.32 & \text{for Cr.} \leq 96 \\
2.00 & \text{for Cr.} > 96 
\end{cases}
\]
Credit hour level\(^*\) (Cr.)

\(^*\)Includes credits attempted at Clemson, transfer credits, and credits received by advanced placement or by special examination.

Example: A student transfers in 60 credits and enrolls in 18 semester hours, 3 of which are graded pass-fail. On the 35 semester hours affecting the gpr, the student, in order to be in good standing, must achieve a minimum gpr of 1.796, i.e., substitution of Cr. = 78 into the formula.

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\(^*\)Not Applicable
RECOMMENDATIONS REGARDING GRADUATE SCHOOL REGULATIONS

This report will consist of two parts. Part I will consist of recommendations that require consideration by the appropriate commissions and Part II will consist of minor suggestions that are for the purpose of clarifying existing regulations.

I. Recommendations requiring additional consideration

A. TO RECEIVE THE MASTER OF SCIENCE OR MASTER OF ARTS DEGREE, THE STUDENT MUST COMPLETE AT LEAST FIFTEEN SEMESTER HOURS OF GRADUATE CREDIT ON THE CLEMSON UNIVERSITY CAMPUS DURING A TWELVE MONTH PERIOD. THERE ARE NO RESIDENCE REQUIREMENTS FOR PROFESSIONAL DEGREES.

B. TO RECEIVE THE DOCTORATE OF PHILOSOPHY DEGREE THE STUDENT MUST COMPLETE AT LEAST FIFTEEN SEMESTER HOURS OF GRADUATE CREDIT ON THE CLEMSON UNIVERSITY CAMPUS IN A CONTINUOUS TWELVE MONTH PERIOD OF TIME.

C. AT LEAST EIGHTEEN SEMESTER HOURS MUST BE EARNED AFTER THE GS2 FORM FOR THE MASTER'S DEGREE HAS BEEN ACCEPTED AND APPROVED.

COMMENTARY: The intent of this recommendation is to provide the student with an incentive to meet and plan the program with his committee at an early date. It is the Committee's belief that this would help prevent students from taking courses that they might not need.

D. CERTAIN DOCTORAL PROGRAMS INCLUDE FOREIGN LANGUAGE REQUIREMENTS. LANGUAGES ACCEPTED BY ALL PROGRAMS ARE FRENCH AND GERMAN. USE OF OTHER LANGUAGES MAY BE APPROVED PROVIDED THE LANGUAGE IS NOT NATIVE TO THE STUDENT AND A PROPER TESTING PROCEDURE CAN BE ESTABLISHED.

COMMENTARY: The intent is to allow the student to use any language that is not native to the student as part of the language requirement.

E. OPTION TWO FOR MEETING THE LANGUAGE REQUIREMENT SHOULD BE ELIMINATED.

COMMENTARY: It is not deemed appropriate or sufficiently rigorous that a language taken at an undergraduate level be used as a means of meeting the language requirement.

F. COMMAND IN DEPTH OF A SINGLE APPROVED LANGUAGE IS EVIDENCED BY A SCORE ABOVE THE 60TH PERCENTILE ON THE GSFLT. COMMAND IN DEPTH MAY ALSO BE EVIDENCED BY SUPERIOR PERFORMANCE IN THE 151-152 SEQUENCE OFFERED BY THE LANGUAGE DEPARTMENT. THE LOCALLY PREPARED TRANSLATION EXAM MAY NOT BE USED FOR THIS PURPOSE.
G. FINAL DOCTORAL ORAL DEFENSE. A STUDENT WHO FAILS A FINAL ORAL DEFENSE MAY BE ALLOWED A SECOND OPPORTUNITY IN A SUBSEQUENT SEMESTER ONLY WITH THE RECOMMENDATION OF THE ADVISORY COMMITTEE. FAILURE OF THE SECOND EXAMINATION WILL RESULT IN DISMISSAL FROM THE GRADUATE SCHOOL.

H. THE USE OF 600-LEVEL COURSES IN THE MASTER'S LEVEL PLAN OF STUDY SHOULD BE EXAMINED BY THE COMMISSION ON GRADUATE STUDIES AND RESEARCH.

II. Editorial Changes for Inclusion in the 1981-1982 Graduate School Announcements

The following items are recommended by the Committee for immediate implementation since they appear to be of such nature as to require no prolonged study by other groups. For the most part, they represent changes resulting from: (a) the new role of the faculty in curriculum matters; (b) the organizational restructuring of The Graduate School; (c) action by the former Educational Council; and (d) attempts to remove ambiguities or redundancies.

1. Page 13, paragraph 6, add: "chemistry and physics libraries."

2. Page 31, line 2 to read: "This committee is selected by the student and approved by the department head."

3. Page 32, immediately under Academic Standards, to read: Most graduate courses are graded on an A-B-C-F scale. Thesis and dissertation research and several other courses are graded on a "pass-fail" basis. These courses are not included in the academic average; however, the grade is placed on the student's permanent record. Only credit hours for which a grade of pass is achieved will apply toward the number of credit hours required for the degree. The accumulation of grades of "pass" in thesis or dissertation research does not imply completion of the research but indicates satisfactory progress only.

4. Page 33, line 12, insert: "Normally, only one request . . . ." Also strike reference to dean of college.

5. Page 33, line 22, to read: "... any other course except GS-799 for the purpose . . . ."

6. Page 34 under Auditing by Graduate Students, delete the sentence which reads, "audited courses do not count against . . . ."

7. Page 35 under Acceptance of Transfer Credit, ask that an accredited institution be clearly defined for U.S. institutions.

8. Page 35, paragraph 2, second and third sentences--delete "and the Graduate School."
9. Page 33, paragraph 3, sentence 5, delete "field courses."

10. Page 36, lines 9 and 10, delete "... and the chairman of the advisory committee."

11. Page 36, delete all references to fees and add sentence that refers student to a page that lists cost and could be updated yearly without extensive rewriting.

12. Page 37 under Time Limit, line 4 to read: "When recommended by the advisory committee and approved by ... ."

13. Page 38, paragraph 2, line 8 to read: "Members of the Faculty are invited to attend the examination as well as members of the Graduate Curriculum Committee and the Graduate Dean."

14. Page 38, paragraph 2, line 15, delete everything after "advisory committee." Retain last sentence however.
May 5, 1981

PRESIDENT’S REPORT

1. Board of Trustees Meeting, April 9, 1981.

* April 21, 1981 Clemson University Newsletter has a general summary of the Board Meeting.

* Kenyon Scholarship Fund - The Board endorsed a recommendation to award two $2,000 scholarships a year to incoming freshmen and possibly several $500 scholarships to upperclassmen on the basis of academic excellence.

* President Atchley made a strong pitch for the need for increased faculty salaries. A very effective summary of specific cases of faculty members who have left the University for higher salaries recently was presented.

* President Atchley also discussed the Abney Chair, pointing out that it was the largest gift of its kind to higher education in South Carolina. He also stated that the Chair would be filled with a noted scholar, who would do research on the economics of free enterprise, with full freedom to teach and present the findings of his work.

2. President’s Cabinet Meeting, April 16, 1981.

* Resident student parking privileges in employee spaces was changed from 5 pm - 7 am to 9 pm - 7 am with three parking lots excepted.

* A policy statement on sexual harassment of employees was passed.

* President Atchley expressed concern about poor attendance for outside speakers and programs on campus.


* Workload Analysis Form - Dr. Maxwell would like to have a system available for use in Fall 1981. A Senate Ad Hoc Committee is studying the proposed system.

* Course Scheduling - A proposal was brought forward to change to 50 minute MWF, and 75 minutes TTh, class scheduling. Also, 10 minute breaks between the 50 minute classes were proposed. The Admissions and Scholarship Committee is reviewing this proposal.
4. President's Council Meeting April 24, 1981.

* In response to a request for information about the Abney Chair, President Atchley emphasized that there were no conditions attached to the Abney gift that might impair the academic freedom of the holder of the Chair. He pointed out that the academic freedom policy of the University must apply to all members of the faculty, including those holding a chaired position.

* Student Body President John Pettigrew presented the student initiative for a fall break, modified to provide for adding class days at the beginning or end of the semester to prevent losing class days. The proposal was referred to an ad hoc committee of the Undergraduate and Graduate Commissions which was charged with considering the entire academic calendar, including the proposal for revised class scheduling (MWF/TTh). The Senate will be represented on this committee.

* Vice President Melvin Barnette reviewed the budget situation, and made the observation that at least it had not gotten any worse recently.

* The proposed name change for IM&TS is on hold pending review in that college.

* Honorary Degree recipients this May will be Guy Starr Hutchins, Sr. (noted music educator and leader in South Carolina) and Rembert C. Dennis (statesman and civic leader).

* President Atchley reported on the Capital Campaign that is under development. Tentatively, the project has a goal of raising $59 million with a target date of Clemson's centennial. Included in the specific objectives are 9 endowed chairs and 30 endowed professorships, along with performing arts and continuing education centers, equipment funds, library upgrading, etc. President Atchley also observed that of our total income of $115 million in 1979-1980, only 52% was from state appropriation. Also, student fees have increased by 68% since 1977, and are now the highest of any comparable Southeastern public institution.

5. Council of Deans' Meeting, April 27, 1981

* Dean Schwartz made the point that college faculty representatives to committees of the Undergraduate and Graduate Commissions are to be elected, unless otherwise specified as appointed.

* The Council passed a motion requesting that committee terms of college representatives be changed so as to begin August 15, rather than May 1 as presently provided in the Constitution of the President's Council. Elections would be held the previous March at the same time as Faculty Senate elections.
6. Faculty Senate Representatives Election - any committees that I have overlooked can be added to the list that I have enclosed. If possible, notify me in advance of the meeting so that I can prepare an updated list.

7. The enclosed report of the University Ad Hoc Committee on Academic Regulations is provided for information.

8. A letter from Stassen Thompson expressing appreciation for the luggage was received.

9. The Council of Deans met on May 4 and covered the following points:
   * Research Associate title - use approved by state, but must have qualifications for appointment to faculty rank (e.g., normally must have terminal degree).
   * Budget - non-academic budget of University was cut more percentage-wise than academic. Personnel cuts have been reduced by focusing on money cuts, rather than people cuts.
   * Projected raises - 7% plus 3% on January 1 subject to 12% maximum (20% if promoted). Provost Maxwell is working to get maximums removed, also to get full raise July 1.
   * Ad Hoc Calendar Committee:
     Dr. J. V. Reel
     Dr. A. E. Schwartz
     One College Dean
     Three Faculty Members
     Three Students (2 Undergraduate, and 1 Graduate)
     Two Admissions and Registration Representatives

10. Jim Strom invited to June Senate Meeting.

Respectfully Submitted,

Stephen S. Melsheimer
President

SSM/nhw/1m
Enc.
MINUTES OF THE FACULTY SENATE

June 16, 1981

I. Call to Order
President Stephen Melsheimer called the meeting to order at 3:32 p.m.

II. Approval of Minutes
Senator Huffman's report from the Ad Hoc Committee on Workload Analysis was revised to more accurately reflect the history of the Workload Analysis document and the work of the Ad Hoc Committee. With this change, the Minutes of the Meeting of May 5 were approved.

III. Special Presentation
At the request of President Melsheimer, Dr. James L. Strom, Director of Development, provided the Senate with information on the structure and the mission of his office.

There are three distinct areas conducting fund-raising activities at the University: IPTAY, the Annual Fund conducted by the Alumni Association, and the Development Office itself. The Development Office is concerned with academic fund raising and current gifts for such items as scholarships and faculty projects. The Clemson University Foundation is the depository for endowment funds and is only concerned with endowment money. At present the Foundation is served by 16 directors, twelve of whom are alumni. The number of directors will be increased to 20 in the near future. There are no staff positions assigned to the Foundation.

Dr. Strom stated that the primary mission of the Development Office is Service - to raise money for faculty projects. Gifts are received in many forms (e.g., monetary contributions, property, royalties, equipment, etc.). Dr. Strom then gave several examples of present and potential future projects funded through his office.

Finally, Dr. Strom reported that committees are being established within colleges for the purpose of coordinating college projects and ideas with the Development Office. The Dean of each College will chair these committees.

IV. Committee Reports
A. Admissions and Scholarship Committee - Senator Kimbell
The Committee met on June 2 and June 16, 1981 to consider a proposal for new class schedules. The Committee recommends the adoption of a schedule wherein classes would meet either on Monday-Wednesday-Friday or on Tuesday-Thursday. The Committee also recommends that classes meet on the hour for M-W-F classes and on the hour and half-hour for Tu-Th classes.

Senator Kimbell also reported that the Committee is continuing its work on the Academic Regulations document and that its recommendations will be ready for the August meeting.

Senator Bennett inquired about ways of controlling construction noise when classes are in session. He noted that classes have had to be dismissed because of such disruptions. The Committee will take this matter under advisement.
B. Policy Committee - Senator Huffman

A new draft of a Unified Faculty Constitution was completed on May 25, 1981. Provost Maxwell reviewed and returned three Faculty Senate initiated policy statements:

1. Policy on Honorary Degrees. The third paragraph has been revised. The Committee voted to accept the recommended changes. (Attachment A)

2. Policy on Selection of Academic Administrators. The Committee voted to accept the revised document. (Attachment B)

3. Faculty Grievance Procedure II. The Committee again voted to accept the revised document. (Attachment C)

The Committee endorsed the Ad Hoc Committee report regarding a Policy on Endowed Chairs and Titled Professorships. (Attachment D)

The Committee has not endorsed the Affirmative Action document because of a lack of information by the Committee. (Attachment E) President Melsheimer indicated that this document was prompted by the need for improved records for the State Desegregation Plan. He announced that the Advisory Committee would set a special meeting of the Senate to consider this document. The special meeting will be within two weeks because the President's Cabinet will act on it at its meeting on July 7 and the University Board of Trustees will consider the document at its meeting on July 17.

C. Research Committee - Senator Ham

No report. Senator Bennett noted that if foreign graduate students teach or conduct research on campus, their visa's are changed to a J visa. This action is hurting Research and Graduate Programs. This problem was referred to the Research Committee for its consideration.

D. Welfare Committee - Senator Quisenberry

The Committee met on May 12, 1981 to consider agenda items for the 1981-82 academic year. The next meeting, June 18, will be with former Faculty Senate President Stassen Thompson to discuss fringe benefits provided to state employees. Dr. Thompson was recently appointed by Governor Riley to a state-wide committee to review these employee benefits.

Senator Bennett raised several questions regarding traffic regulations and campus parking permits. These concerns included the status of FS-80-7-1 dealing with traffic barricades, the practice of issuing construction workers unlimited parking permits with no expiration date, the practice of some faculty and staff persons of obtaining green permit stickers for students they employ, the fact that there is no limitation to the number of parking permits issued to an employee, the practice of not requiring identification to be presented by persons requesting parking permits, and the ease with which visitors to the campus are able to obtain temporary parking permits for any faculty location.
Other concerns raised in the area of faculty welfare were the 300% increase in Plan B rates of employee health insurance and the evaluation of faculty teaching by administrators who have little or no knowledge of the faculty member's teaching abilities.

E. Ad Hoc Committee on Faculty Workloads - Senator Huffman

The Committee has met at least once weekly since the last Senate meeting. The most recent draft (June 16, 1981) of the "Instructional Workload Analysis" document was distributed to Senators for information only (Attachment F). Senators were encouraged to distribute the document widely among their colleagues and to submit suggestions for possible revision to a member of the Ad Hoc Committee. A final draft will be presented to the Senate for action at the July meeting.

Questions were raised regarding paragraph A.3 (pg. 2) of the document. One question dealt with the selection of 30 as the average undergraduate class size. Another question was on the selection of the figure 0.02 as the multiplication factor for large sections of courses. Use of the document for faculty evaluation purposes was also questioned.

Senator Huffman stated that as a result of a meeting with Provost Maxwell, it is clear that the Provost

1. Wants to know what faculty are doing. The document is not intended for use by the State.

2. Wants reporting to be done on the basis of individual faculty members, not in a department-wide report.

3. Does not intend to use the document for inter-departmental comparisons.

F. Ad Hoc Committee on Endowed Chairs and Titled Professorships - Senator Hood

The Committee feels the document is adequate as presented (Attachment D). The Committee also discussed the selection committee for the Abney Foundation Chair.

G. University Councils and Committees

No reports.

V. President's Report

President Melsheimer added two items to his report (Attachment G) which was distributed with the agenda. The Council of Academic Deans met on June 16 and supported the proposed revision of the academic schedule. Also, the report from the Ad Hoc Summer School Committee was distributed as information (Attachment H).

VI. Old Business

A. Senator Huffman moved that the Policy on Honorary Degrees as revised be approved. The vote to endorse Attachment A was unanimous.
B. Senator Huffman moved that the Policy on Selection of Academic Administrators be adopted. President Melsheimer presented an amendment to the document which added a sentence at the top of page 3 regarding affirmative action. (See Attachment B). The proposed amendment was accepted by the Policy Committee. The motion to adopt the policy passed unanimously.

Senator Quisenberry moved that a rider be attached to the approved policy statement stating that "The Faculty Senate wishes to express its displeasure with the phrase 'plus at least one student from the affected department' (page 1, paragraph 2, line 3) and requests the Administration to reconsider this phrase and delete it from the policy statement." A discussion followed regarding student representation on selection committees. The motion failed.

Senator Wainscott moved that a rider be attached to the approved policy statement extending the phrase "the minority may be appointed by the dean of the college" to include "in consultation with faculty members from the affected department" (page 1, paragraph 2, line 5). The motion failed for lack of a second.

C. Senator Huffman moved that Faculty Grievance Procedure II be adopted. (Attachment C). He stated that this policy is one of the most important documents the faculty has ever had. Changes in the document from earlier drafts were clarified by President Melsheimer. The motion passed unanimously.

VII. New Business

A. Senator Hood moved the adoption of the Policy on Endowed Chairs and Titled Professorships. (Attachment D). The motion passed unanimously.

B. Senator Kimbell moved to suspend the rules so that two resolutions could be added to the agenda. The motion to suspend the rules passed unanimously. Senator Kimbell then moved the adoption of FS-81-6-1 (Attachment I), The motion passed with one dissenting vote. Resolution FS-81-6-2 was moved, seconded, and passed unanimously (Attachment J).

Two possible schedules for the 1982-1983 academic year were distributed as information to members of the Senate (Attachment J).

VIII. Adjournment

The meeting was adjourned at 5:12 p.m.

Respectfully submitted,

David J. Senn, Acting Secretary

DJS/1m

Senators Absent:
J. Fisher       B. Robinson
H. Harris       R. Rollin
J. Idol         M. Vatalaro
C. Lindenmeyer  (substitute present for C. Lindenmeyer)
Policy and Procedures for Selecting Honorary Degree Recipients

Honorary degrees will be conferred in recognition of eminent achievement in scholarship and creativity or of high distinction in public service including meritorious contributions to the University. The awarding of honorary degrees will be recommended as a method by which the University expresses its ideals and recognizes exceptional attainments.

Nominations of candidates for honorary degrees may be made by any interested person to the Provost of the University by submitting in written form the accomplishments of the nominee.

A Selection Committee shall be established, consisting of the Alumni Professors with the Provost serving as Chairman and ex officio member of the committee. The Provost will designate one of the members as Secretary. The committee will meet and consider nominations at appropriate intervals. The Provost will forward the committee recommendations for honorary degrees to the President. Any nominations that the President makes to the Board of Trustees will come from those candidates recommended by the committee. All deliberations of the Selection Committee shall be confidential.

Consideration for awarding of honorary degrees will be limited to occasions of special significance to the University when the awarding would clearly express the ideals of the University or recognize exceptional attainment.
FACULTY PARTICIPATION IN THE SELECTION
OF ACADEMIC ADMINISTRATORS

When an appointment to an academic administrative position is to be made, a faculty search and screening committee, with student representation when appropriate, shall be formed to recommend persons for selection to fill the position. This committee will submit a short list of candidates for the position from which the appointment will be made. If an appointment cannot be made from this list, the search and screening committee may make additional nominations. If no other candidates are acceptable to the committee, the matter will be brought to the attention of the Provost, who will consult with the appointing administrator and the search and screening committee with regard to appropriate actions.

For the selection of an academic department head or other academic administrators within a department, a committee shall be formed from the faculty within that college plus at least one student from the affected department. The majority of the members of this committee shall be chosen by the faculty from within the affected department; the minority may be appointed by the dean of the college. The dean of the college will make the appointment from the list submitted by the committee, subject to the approval of the Provost and the President of the University.

For the selection of an assistant dean, associate dean, or director within a college, a committee will be formed including at least one student from that college. A majority of the members of the committee shall be chosen by the faculty from within that college or other administrative unit; the minority may be appointed by the dean of the college or equivalent administrator. The dean of the college will make the appointment from the list submitted by the committee, subject to the approval of the Provost and the President of the University.
For the selection of an academic administrator of an off-campus program, the committee shall represent both the off-campus program and the appropriate on-campus academic areas. The majority of the representatives to this committee shall be chosen by the affected faculty; the minority may be appointed by the dean of the college. The dean of the college will make the appointment from the list submitted by the search committee, subject to the approval of the Provost and the President of the University.

For the selection of the dean of a college or director of the library, a committee will be formed including at least one student, at least one department head (or equivalent) from within the college, and may include either an off-campus representative of an appropriate profession or a dean from another college within the University. The majority of the representatives to the committee shall be chosen by the faculty from within the affected administrative unit; the minority may be appointed by the Provost. The Provost will make the appointment from the list submitted by the committee, subject to the approval of the President of the University.

For the selection of a Vice Provost or an academic dean, other than a college dean, the Provost, after consultation with the Advisory Committee of the Faculty Senate, shall appoint the committee to include at least one student. The Provost will make the appointment from the list submitted by the committee subject to the approval of the President of the University.

For the selection of the Provost, the President, after consultation with the Advisory Committee of the Faculty Senate, shall appoint the committee to include at least one graduate student and one undergraduate student. The President will appoint the Provost from the list submitted by the committee.
The selection and appointment of all academic administrators shall be accomplished in conformity with applicable university affirmative action policies and procedures. In particular, the appointing authority for each search and screening committee shall consider having among its membership representation of minorities and females.

Where feasible, student representatives shall be nominated by student clubs or other assemblies associated with the unit in question; where infeasible or impractical, student representatives shall be nominated by the President of the Student Senate and/or the President of the Graduate Student Association.

At its discretion, each committee shall be empowered to add, as non-voting members, individuals who are neither faculty nor students.

FACULTY PARTICIPATION IN THE SELECTION OF 
THE PRESIDENT OF THE UNIVERSITY

When a President of the University is to be selected, the Board of Trustees will recognize the interests of the University Faculty by appointing the President of the Faculty Senate and at least one Professor, elected by the Professors, as full-fledged participants in the search-and-screening process.
REVISED FACULTY GRIEVANCE PROCEDURE II

Coverage

Faculty Grievance Procedure II applies to: teaching, research, and extension faculty, librarians, academic administrators, and all other persons holding faculty appointments at Clemson University who have grievances that may not be brought under Faculty Grievance Procedure I.

Stages of the Grievance Procedure

1. A faculty member with a grievance shall first meet with his or her immediate supervisor for an informal discussion of the problem. This discussion must take place within ninety (90) calendar days of the problem's occurrence. Both shall meet in good faith and shall make every attempt to resolve the problem in an equitable and professional manner.

2. If the problem cannot be resolved at the level of the academic department or its equivalent unit, the faculty member shall meet with the dean of his or her college (or administrator at the equivalent level) for an informal discussion of the problem. The faculty member must request this interview within fifteen (15) calendar days of the discussion of the problem with his or her immediate supervisor. The dean (or administrator at the equivalent level) shall arrange for a meeting with the faculty member within fifteen (15) calendar days upon receiving the interview request. Again, the resolution of the problem in an equitable and professional manner shall be the primary goal of the persons involved.

3. If the problem cannot be resolved at the college level, the faculty member has two options. He or she may petition the Provost and Vice President for Academic Affairs to review the matter and render a decision regarding it. Alternatively, if the faculty member so requests (or if the Provost, with the faculty member's consent, chooses to do so) the Provost will refer the matter directly to the Grievance Board of the Faculty Senate for its recommendation prior to making the decision: This petition must be in writing and must be received by the Provost within fifteen (15) calendar days of the faculty member's interview with his or her dean regarding the problem.

   a. If the grievance is not considered by the Grievance Board, the Provost shall review the matter and request any persons involved to provide additional information as needed. As soon as possible, but no later than thirty (30) calendar days after the receipt of the petition, the Provost shall render a final decision. That decision shall be transmitted in writing to the petitioner and to other parties immediately concerned in the matter.

   b. If the faculty member requests that the matter be referred to the Grievance Board or if the Provost (with the faculty member's consent) elects to do so on his own volition, the Provost will immediately send the petition to the chairperson of the Grievance Board who shall call a meeting to review the matter as soon as possible, but within no more than thirty (30) calendar days.
The Grievance Board, consisting of three Faculty Senators and two alternates, elected annually by the Senate, and chaired by one of the former appointed by the Advisory Committee of the Faculty Senate, shall initiate an expeditious, orderly, and equitable review of the matter. The Board shall allow the parties to the matter to present separately to it any facts or other information bearing on the matter. (These parties shall not meet with the Board at the same time.) Should the Board require additional information, it shall request such information from the Provost. The Grievance Board shall reach its finding and submit its recommendation to the Provost, along with any appropriate information, documents, and records provided by administrators as soon as possible, but no later than ten (10) calendar days after the Board's final meeting on the matter.

4. Upon receipt of the Grievance Board's recommendations, the Provost shall review the matter, requesting any persons involved in the matter to provide additional information as needed. The Provost shall render a final decision as soon as possible, but no later than fifteen (15) calendar days after the receipt of the Grievance Board's recommendation. The decision of the Provost shall be transmitted in writing to the faculty member, the Grievance Board, and other parties directly concerned.

Delineation of Grievable and Nongrievable Matters

Matters which are grievable include such actions as:

1. the improper or unfair (to the complainant) implementation of departmental, college, or university policies or procedures by persons authorized to implement such policies or procedures;

2. the improper or unfair (to the complainant) application of recognized criteria or guidelines used in formal review processes by persons authorized to conduct such reviews;

3. the improper or unfair (to the complainant) assignment of professional duties by an administrator;

4. improper or unfair appraisals (by an administrator) of the complainant's performance;

5. the improper or unfair denial (by an administrator) of the complainant's access to departmental, college, or university resources;

6. the improper or unfair determination (by an administrator) of the complainant's salary increment.

The Provost, after consultation with the Grievance Board, may determine that actions other than those enumerated above are grievable. The faculty member filing the petition has the burden of proof in establishing the validity of his or her grievance.
Normally not grievable shall be complaints arising out of the authorized exercise of their judgments and discretionary powers by faculty members and administrators. Thus, not normally grievable would be recommendations concerning nonrenewal of contract and denial of promotion or tenure, so long as the appropriate policies and procedures had been adhered to. Likewise, minor complaints are not normally grievable. The determination of what constitutes a "minor complaint" is at the discretion of the Grievance Board, if the matter is referred to it, or at the discretion of the Provost.

Protection of the Faculty Members and Others Involved in Grievance Procedures

Each faculty member and any other person involved in grievance procedures shall be free of any or all restraint, interference, coercion, or reprisal on the part of associates or administrators in filing a grievance, in accompanying a faculty member filing a grievance, in appearing before the Faculty Senate Grievance Board or the Provost, or in seeking information in accordance with the procedures described herein. These principles apply with equal force after a grievance has been resolved. Should these principles be violated, the faculty member should bring the facts to the attention of the Provost and Vice President for Academic Affairs for appropriate remedial action.
Proposed Policy on Endowed Chairs and Titled Professorships

For the purposes of this policy, endowed chairs refer to named professorships which are wholly or primarily funded by the income from an endowment. Titled professorships entail a praenomen, and a salary supplement which may be provided from endowment income or from annual grants to the University.

Selection

Those appointed to endowed chairs and titled professorships must be selected by members of the academic community. Because of the University-wide importance of these positions, there must be representation from colleges other than that in which the chair or titled professorship resides, in selecting the faculty members for these distinguished appointments.

The search and screening committee for the Alumni Professorships shall consist of the academic deans, chaired by the senior academic dean (in terms of service at Clemson University as an academic dean). This ad hoc committee will nominate at least two candidates for each vacant Alumni Professorship and forward its recommendations to the Provost. The Provost will recommend each appointment, and forward these recommendations and the slate of nominees to the President. If the President so directs, the Provost will ask the committee for additional nominations.

For all other endowed chairs and titled professorships the search and screening committees will have compositions that are approved by the Provost. The majority of each such committee will be comprised of faculty members from the department to which the chair or titled professorship is assigned and will be selected by the faculty of that department. At least one faculty member from a related discipline in another college will be appointed to the committee by the Provost. Administrators in the line of appointment will not serve on the search committee. This ad hoc committee will nominate a slate of candidates and forward its recommendations to the department head. The department head will recommend the appointment, and forward this recommendation along with the slate of nominees for review and approval by the Dean, the Provost, and the President.
If the President so directs, the Provost will ask the committee for additional nominations.

Rank and Tenure Status

The rank and tenure status of those appointed to endowed chairs or titled professorships will be determined by the applicable rules, regulations, policies, and practices governing all appointments to the faculty of Clemson University.

Conditions of Award

The University community as a whole has a vested and vital interest in the academic contributions of holders of endowed chairs and titled professorships. Consequently, while appointments to such chairs and titled professorships shall be for an indefinite period, and while the performance of the holders of such appointments will be subject to the normal reviews of performance to which all faculty members are subject, a special review of the performance of these particular faculty members may be conducted, if the conditions stated at the time of award so stipulate. A review may be initiated by the Dean of the College if requested by both the Departmental Advisory Committee and the Department Head. In the case of endowed chairs, the conditions of award may provide for reviews at periodic intervals if mutually agreed in writing at the time of award.

For such reviews the Provost will ensure that a committee, composed in the same manner as the search and screening committee that made the initial selection of the holder, evaluates the performance of the holder of the chair or titled professorship. Recommendations of this committee for removal will follow the path of those of the initial search and screening committee. Should these recommendations result in a decision by the President to remove the incumbent from the chair or titled professorship, such a decision will not affect the tenure status or basic professorial rank of the incumbent.
AFFIRMATIVE ACTION POLICY AND PROCEDURE
FOR RECRUITMENT AND APPOINTMENT OF FACULTY

General Policy

1. It is the policy of Clemson University that no person is to be accepted or rejected for employment solely on the basis of sex, minority group membership, or handicap. However, special attention to the identification, recruitment, and selection of minority group members, women, and disabled individuals is consistent with State and Federal laws and regulations and with University policy.

2. Each administrative and academic officer and search committee must take appropriate steps within the areas of their responsibility to ensure that for each faculty and other professional position an active and thorough recruitment effort is made for qualified females, members of minority groups, and disabled individuals.

3. This effort will be viewed by the Provost as an important factor in determining the acceptability of a position recommendation. Affirmative action efforts are to augment, rather than replace, previous recruiting procedures. The recommendation for and the appointment to a position are to be made on the basis of qualifications for the position. In this regard it is considered proper to redefine eligibility criteria to broaden the base of the talent pool to include special experience, training, and education not normally considered when such factors are important.
characteristics of eligibility for the position. Such considerations must be applied equally to all candidates for a position.

Pre-Recruitment Steps

1. Complete Affirmative Action Form 1 (AA-1), Position Announcement (attached), being careful to assure that the description of the position does not in itself discriminate against the selection of minority, women, and disabled applicants.

2. Consult with the Director, Office of Human Resources to insure AA-1 meets EEO/AA requirements.

3. Submit AA-1 to the Provost for approval. Upon approval by the Provost, the original form AA-1 is returned to the initiating office to be retained in the official recruiting file for the position. Copies of approved Form AA-1 are provided to the Dean/Director and the Office of Human Resources (OHR).

4. Contact the Director, Office of Human Resources, for advice on measures which will ensure the most efficient distribution of information about availability of the position to minority groups, women, and disabled persons, in order to encourage applications from these sources. A list of potential sources of candidates should be compiled for the file. Some categories to be considered are national organizations which have been formed to establish talent pools of minority groups and women, professional organizations, specialized employment agencies, women's colleges, colleges with high minority enrollments, minority and women scholars in other institutions, and newspapers with high readership by members of minority groups and women.
5. Whenever possible, minority group members, women and disabled individuals should be included on the search committee.

Recruitment

1. All correspondence and advertising is to indicate that Clemson University is an "Equal Employment Opportunity/Affirmative Action Employer," and all recruiting sources are to be informed of that fact by the person who initiates a contact.

2. The position will be advertised where suitable candidates are likely to be reached, for example, but not limited to the following:
   (a) professional journals and professional organizations
   (b) newspapers as appropriate
   (c) college and university placement offices
   (d) graduate schools of various colleges and universities

3. Each person expressing an interest in (oral or written), or nominated for, an advertised vacant faculty position, shall be provided with an official application form (see attached) which indicates the date by which its return must be postmarked in order to be considered. Only those candidates whose applications are timely received will be considered in the applicant pool. Other inquiries need not be retained as part of the official applicant pool.
4. Federal regulations require that affirmative action employers collect and maintain data on the race, sex and ethnic identity of all applicants for employment. In addition certain information will be useful to the University in applying the skills and accommodating the needs of a handicapped employee candidate if employed. This information cannot be required in advance of employment, but may be voluntarily provided. Affirmative Action Form 2 (attached) has been developed for use in this regard. A copy of this form with return envelope addressed to the Director, Office of Human Resources, shall accompany the official application form sent to each potential candidate. Completed AA-2's received by the Office of Human Resources will be used by the Director in the ongoing functions of monitoring the affirmative action aspect of recruiting for the advertised position and assisting the recruiting unit in identifying qualified female, minority and disabled candidates.

5. If there are few, or no, minority, women or disabled candidates, the Director, Office of Human Resources, should provide the recruiting unit additional assistance in establishing suitable contacts.

6. The group of applicants considered must include qualified minorities and women unless evidence is documented that extraordinary efforts to recruit them have been made and have failed.

7. Invitations to applicants to visit the campus should indicate that, if they desire, they may have the opportunity to meet with the Director, Office of Human Resources.
8. It is recognized that there may be instances in which a person is recommended for a position without widespread recruitment efforts. Such cases may be justified when a qualified individual may be promoted from within the institution, time is of the essence, campus operations would suffer as the result of an interim appointment, or when a person is available who is uniquely qualified for the position. By their very nature, such cases are rare. Their acceptability will be measured not only against the urgency of that particular appointment, but also against past efforts to use members of minority groups and women in the unit which has recommended the appointment. Documentation of the special circumstances must be made in Affirmative Action Form 3 (see below).

Appointment

1. When the search process has resulted in the selection of a candidate for appointment to a position, Affirmative Action Form 3 which documents full and open recruitment efforts for that position shall be prepared by the department head with the assistance of the Director, Office of Human Resources.

2. If in the opinion of the Director, Office of Human Resources, the obligations of Equal Employment Opportunity and Affirmative Action have not been met, he shall append to AA-3 a statement of the reasons therefor.

3. Submit AA-3 to the Provost for approval. No offer shall be made to a candidate until approval of the Provost has been received.
4. Should the Provost determine that recruitment activity has not met the obligations of Equal Employment Opportunity and Affirmative Action, he shall notify the originating office of the necessity to renew recruiting efforts in order to rectify specific deficiencies.

(a) If however, the Provost does not concur with the opinion of the Director, Office of Human Resources, the Provost will consult with the President.

(b) If no agreement is reached in this consultation, the final decision will rest with the President.

5. The Dean of the College (Director of the Library) is responsible for monitoring and reviewing the recruitment and selection process to assure that affirmative action procedures are appropriately followed. Upon receipt of the Provost's approval the Dean/Director responsible will issue the employment offer using the standard contract letter format which, in addition to the standard items, also covers all special conditions pertaining to the offer of employment. This letter, upon acceptance by the faculty member, becomes the employment contract.

6. Upon acceptance by the new faculty member, personnel appointment actions shall be completed in accordance with instructions of the Personnel Director.

7. The originals of applications, resumes, correspondence, forms (except Affirmative Action Form-2), screening committee minutes, notations of telephone conversations, and all other documentation
relating to the recruiting process for the position shall be re-
tained by the recruiting unit for a period of three years from
the date of acceptance of appointment by the successful candidate
after which they may be destroyed. AA Form-2, if submitted by
candidates, will have been received by the Office of Human Re-
sources and shall be retained in like manner.
APPLICATION FOR FACULTY/PROFESSIONAL POSITION

AT

CLEMSON UNIVERSITY

APPLICATION POSTMARK DEADLINE

(Date Inserted by University)

(1) I, ____________________________, hereby make application for
(Print Full Name)
the following advertised position:

___________________________________________
(State Title of Position)

(2) A copy of my resume/curriculum vita is attached.

(3) Information on this position was made available to me from the following
source: (If newspaper or other publication, please give name.)

___________________________________________

(4) If this application is being mailed subsequent to the above postmark
deadline, the following reason is submitted:

___________________________________________

(5) I have read attached Affirmative Action Form-2 and understand the
voluntary nature of the request for its completion.

___________________________________________
(Signature)

Date: ____________________________, 19__
CLEMSON UNIVERSITY

ANNOUNCEMENT OF RECRUITMENT FOR CLEMSON UNIVERSITY FACULTY/PROFESSIONAL POSITION

Date ____________________________

Clemson University Department/College ____________________________________________

Date Recruitment to Begin ____________________________

Final Postmark Date for Submission of Applications ____________________________

Rank/Title ____________________________________________

Salary Range ____________________________________________

Brief Position Description: ____________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Name, Address, and Telephone Number of Contact Person: ____________________________

__________________________________________________________________________

__________________________________________________________________________

Routing:

(1) Reviewed by Director, Office of Human Resources ___________________ Date: ________

(2) Signature of Department Head: ___________________ Date: ________

(3) Signature of Dean or Director: ___________________ Date: ________

(4) Approved by: ___________________ Provost. Date: ________

Original: Return to Initiating Office for Permanent File
Copies to: Dean/Director, Office of Human Resources

5/5/81
Clemson University

Employment Information Request

Federal regulations require that Affirmative Action employers collect and maintain data on the race, sex and ethnic identity of all applicants for employment. Clemson University requests your voluntary completion of the following questionnaire to be used ONLY for the purpose of monitoring the success of our Affirmative Action Plan. This information will not be used to reject or to show preference for any applicant in the hiring decision. You are asked to return this form to the Office of Human Resources in the enclosed envelope. Your immediate cooperation will be appreciated.

Name __________________________ Date __________

Position applied for __________________________ Title __________

Location of position __________________________ Department __________

Ethnic identity (Check one):

____ American Indian or Alaskan Native
____ Asian or Pacific Islander
____ Black (Not of Hispanic Origin)
____ White (Not of Hispanic Origin)
____ Hispanic

Citizenship: United States ______ Other ______ Country ______________________

Birthdate: __________________________ Birthplace __________________________ Sex ______

Month/Day/Year City/State/County M/F

Marital Status: __________________________

Physical Handicap: Specify if you have any physical handicap or condition which will require special consideration in your employment.

____ speech impairment ______ hearing impairment ______ visual impairment

____ mental disability ______ motor impairment ______ multiple disabilities

5/5/81
Military Service: Disabled veterans and veterans of the Vietnam era are entitled to receive special consideration under the Affirmative Action Plan. If you are entitled to this consideration, please check and attach a statement as prescribed on this form.

___Disabled Veteran ___ Vietnam Era Veteran Dates of Service

_________________________ ________________
Signature of Applicant Date

AFFIRMATIVE ACTION FOR VETERANS

Clemson University being a government contractor is subject to Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 which requires government contractors to take affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam era. To qualify under this program as a Vietnam era veteran, you must have enlisted prior to May 7, 1975, must have served on active duty for a period of more than 180 days any part of which occurred after August 4, 1964, and must have been discharged or released from this active duty for a service-connected disability and with other than dishonorable discharge. Your application for employment must be filed within a 43-month period following discharge or release from active duty.

If you are a disabled veteran as defined above and would like to be considered for employment, please tell us. This information is voluntary and refusal to provide it prior to employment will not subject you to discharge or disciplinary treatment after employment and shall be kept confidential, except that (1) supervisors and managers may be informed regarding restrictions on the work or duties of disabled veterans, and regarding necessary accommodations, and (2) first aid personnel might be informed, when and to the extent appropriate, if the condition might require emergency treatment.

In order to assure proper placement we would appreciate it if you would voluntarily prepare a statement in which the following are answered. If you have a disability which might affect your performance or create hazard to yourself or others in connection with the job for which you are applying, please state the following: (1) the skills and procedures you use or intend to use to perform the job notwithstanding the disability and (2) the accommodations we could make which could enable you to perform the job properly and safely, including special equipment, changes in the physical plant layout of the job, elimination of certain duties relating to the job or other accommodations.

5/5/81
This report must accompany all recommendations to the Provost for appointment approval to new or vacant faculty positions in the various colleges and academic offices of the University. The information requested meets the requirements of the University's Affirmative Action Plan.

Department/College: ____________________________________________________________

Position to be Filled (including rank): ____________________________________________

AA Form-1 announcing this recruitment was approved by the Provost on:

_________________________________________ Date

Recruiting Began: ________________________ Date

Recruiting Terminated: _____________________ Date

1. Copies of all advertisements used to fill the position are enclosed.

2. The positive efforts which were taken, in addition to the advertisements, to recruit minority, women and disabled candidates were as follows (use additional sheets if necessary):

__________________________________________

__________________________________________

__________________________________________

__________________________________________

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5/5/81
3. Record of Interviews:

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<th>Name</th>
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<th>Sex</th>
<th>Date &amp; Place</th>
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(Use additional sheets if necessary.)

*If unknown, so state.

4. Please give the number of applicants for this position by Race and Sex:

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<th>WHITE</th>
<th>BLACK</th>
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<th>AMERICAN</th>
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<th>UNKNOWN</th>
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</tbody>
</table>

5. Candidate Recommended To Fill This Position:

6. If the finalist is not a minority, female, or disabled candidate, comment in detail on the qualifications of the person recommended that influence the selection.

7. If no minority, female, or disabled candidates were considered, state why.

8. If position was not advertised, state why and explain selection made.

9. This recommendation is submitted by Department Head:

(Rname, Title, Date)

Routing:

(1) Reviewed by Director, Office of Human Resources Date: 

(2) Approved by Dean/Director: Date: 

(3) Approved by: Provost. Date: 

5/5/81
INSTRUCTIONAL WORKLOAD ANALYSIS

The purpose of the Instructional Workload Analysis is to provide for each faculty member at Clemson University a comprehensive and realistic description of the professional duties supported by instructional funds. This information will be used by the University to allocate positions which are supported by instructional funds. Because of the differences between disciplines, no minimum standard workload will be defined in this analysis.

All professional duties will be converted to a standard unit, the semester hour equivalent (SHE) to determine a person's workload. The SHE is equal to a fifty minute undergraduate lecture period and assumes a class of normal size, no assistance of any kind, and routine course preparation.

The point system below will be used each semester to determine workload. The points will be recorded on an accompanying form and totalled.

A. INSTRUCTION

The workload for graduate teaching assistants will be determined in the same way as faculty workload.

A.1. Classroom Instruction. For team teaching, hours will be prorated by the department head. The total of pro rata hours assigned by the department head may not exceed the credit hours for the course.

A.1.1. Undergraduate instruction including 600 level courses. Award 1.0 SHE per credit hour for each course.

A.1.2. Graduate instruction. Award 1.0 SHE per credit hour and add 1.0 SHE for each course. (A three credit graduate course would be equal to 4.0 SHEs.)

A.1.3. Undergraduate and graduate instruction with assistance. When the person teaching an undergraduate or graduate course is assisted in the grading of homework, etc., but the faculty teaches the course, SHEs awarded for the course will be reduced. Multiply the number of hours of assistance per week by 0.25 and subtract from the SHEs awarded for the course. The maximum reduction per course shall be 1.0 SHE.

A.2. Laboratory Instruction. This includes clinical laboratories, practica, music courses, and drama courses with no laboratory assistance by graduate students. With laboratory assistance by graduate students credit will be prorated as for team teaching (See A.1.).

A.2.1. Undergraduate laboratory instruction. Award 0.67 SHE for each contact hour.

A.2.2. Graduate laboratory instruction. Award 0.89 SHE for each contact hour.
A.3. Instruction for large sections. Additional credit will be given for teaching classes of more than 30 undergraduate students or more than ten graduate students. Although the definition of a large class varies with the discipline and course, the average undergraduate class is approximately 30 students and the average graduate class is approximately 10 students.

A.3.1. Undergraduate classes.
Award additional SHEs by multiplying the course credit hours by the number of students over 30 times 0.02.

A.3.2. Graduate classes.
Award additional SHEs by multiplying the course credit hours by the number of students enrolled over 10 times 0.02.

A.4. Additional Preparation Time. Add 1.0 SHE if this is the first time the instructor has taught a course or if the instructor has not taught the course for three years.

A.5. Multiple Preparations. The standard unit assumes that an instructor is making only one course preparation. Add 1.0 SHE for each additional course preparation. For example, a person teaching History 101, History 301, and History 315 would receive 2.0 additional SHEs. The additional SHEs for multiple preparations will be 1.0 less than the number of preparations.

A.6. Course Development. Credit up to 3.0 SHEs for any faculty member may be assigned by the department head with the approval of the college dean for the development or extensive revision of courses, laboratories, or other activities related to curriculum.

B. RESEARCH SUPERVISION AND FACULTY RESEARCH

B.1. Special problems, directed research, and other individualized instruction. Divide the total undergraduate and graduate student credit hours by 6.

B.2. Research Supervision.
B.2.1. Research leading to a master's degree.
Committee chairperson receives 1.0 SHE per student; committee member, 0.1 SHE per student. This credit is given for a maximum of 3 semesters for any student.

B.2.2. Research leading to a doctoral degree.
Committee chairperson receives 1.0 SHE per student; committee member, 0.1 SHE per student. This credit is given for a maximum of 8 semesters for any student.
B.3. Faculty Research. No more than 6.0 SHEs may be assigned by the department head and approved by the dean of the college under this category. In exceptional cases additional credit may be given with explicit approval of the provost.

B.3.1. Sponsored research with no extramural funding for released time. Credit will be given according to the percentage of time designated in the grant award. Credit shall be calculated at the rate of 1.0 SHE for each 7.5% sponsored activity.

B.3.2. Unsponsored research. Up to 4.0 SHEs may be assigned for unsponsored faculty research. Such research should culminate in the preparation of articles, books, other scholarly works, or the development of extramural funding. Continuation of credit under this category will depend upon tangible evidence of a sort appropriate to the discipline.

B.3.3. Research proposal development. Up to 2.0 SHEs may be assigned for preparation of such proposals.

C. STUDENT ADVISING

Each student will be assigned to one faculty member for the purpose of academic advising.

C.1. Undergraduate Student Advising. Award additional SHEs by multiplying the number of advisees by 0.02. Maximum credit is limited to 3.0 SHEs. An average of one contact hour per student is assumed.

C.2. Graduate Student Advising Without Research Supervision. Multiply the number of students advised by 0.04 to award SHE credit. Maximum credit is limited to 3.0 SHEs. An average contact of two hours per student is assumed.

C.3. Advising Student Organizations. A credit of 1.0 SHE per group may be awarded for advising recognized student organizations. A maximum of 1.0 SHE per faculty member for all groups will be assigned by the department head and approved by the college dean.

D. OFFICIAL COMMITTEE ASSIGNMENTS

Under special circumstances the following credit limits may be changed with the approval of the college dean and provost for one semester.

D.1. Departmental Committees. Credit is assigned by the department head and approved by the college dean. Maximum credit for any faculty member is 0.5 SHE for all committee activities.
D.2. College Committees. Credit is assigned by the college dean and approved by the provost. Maximum credit for any faculty member is 0.5 SHE for all committee activities.

D.3. University Commissions, Councils, and Committees. Credit is assigned by the provost. Members of committees which meet regularly and frequently may be credited with up to 1.0 SHE per committee. Members of committees which meet quarterly or less normally would not qualify for such credit. Maximum credit for any faculty member is 2.0 SHEs.

D.4. Faculty Senate. Credit shall be assigned by the provost in consultation with the president of the faculty senate. Senators may receive up to a total of 3.0 SHEs for all assignments related to faculty senate responsibilities. The president of the faculty senate shall receive 50 percent released time (nominally 6.0 SHEs) for all activities and committees associated with this office.

E. ADMINISTRATIVE DUTIES

Credit will be given for various administrative duties within the departments, which may include activities, such as coordinating programs, scheduling, administration of multisection courses, and so forth. Up to 3.0 SHEs may be assigned by the department head with the approval of the college dean.

F. CONTINUING EDUCATION AND PUBLIC SERVICE

Credit may be given for noncredit teaching duties or other public services as part of a regular assignment for which no extra pay, bonus, or other additional compensation is received.

F.1. Continuing Education. Multiply the total hours of classroom instruction by 0.05. Up to 3.0 SHEs may be awarded by the department head and college dean for the development of a new course. Instruction for which compensation is received shall not be credited in the workload analysis.

F.2. Public Service. Credit will be given for public service and professional activities, such as serving on government boards and commissions as a professional advisor, organizing professional meetings, and assuming leadership roles in professional organizations which foster educational goals consistent with the goals of the University. A maximum credit of 3.0 SHEs will be assigned by the department head with the approval of the college dean and the provost.
F.3. Additional Professional Activities. Credit will be given for other professional activities not included above which benefit the University and the faculty member. The amount of credit will vary and will be assigned by the department head with the approval of the college dean and provost.

G. PREVIOUS SEMESTER WORKLOAD

The total number of SHEs assigned for the previous semester is recorded on the accompanying form for information only. This will not be totalled with the credits assigned in categories A through F.
1. Academic Regulations Report - the undergraduate section of this report is under review by Admissions and Scholarship, and the graduate section by Research. The Undergraduate and Graduate Commissions (respectively) will begin their action on these areas in early Fall.

2. Commission on Faculty Affairs Meeting May 14, 1981 - the Commission tentatively approved a committee structure including a Faculty Development Committee, a Salary and Fringe Benefits Committee, a Handicapped Students Committee, and a Marshal's Committee.

3. President's Cabinet Meeting - May 28, 1981

* The Postal Service has agreed to the University assuming operation of University Station (29632). Box rentals will probably be about $15.

* A central Visitor's Center is being considered. A Tillman Hall location would be ideal, but space may not be available. Tabled for further study.

* Suggested guidelines for the use of Tillman Auditorium have been formulated. I have asked Welfare to review and make recommendations.

* The 75th anniversary of the Tiger occurs this year - special program planned for January 14-15, 1982.

* Enrollment increase for Fall estimated at 200.

* A shortage of freshman sections in several areas - notably, chemistry - is projected. Letters suggesting enrollment in summer school have been sent.

* The Computer Advisory Committee will report to President's Office rather than Commission on Graduate Studies since the Computer Center now reports to the President's Office.

* A state Ad Hoc Committee on Fringe Benefits has been set up by the Governor. Former President Stassen Thompson is the Clemson representative, and is working closely with the Welfare Committee.

*Academic Calendar Proposals endorsed by Deans

- uniform 75 class day semesters for all schedule patterns
- schedule patterns should be regular (i.e., MWF or TTh) and meet on the hour or half hour
- Fall mid semester break on first Tuesday in November and preceding Monday
- at least one "reading" day should be scheduled between end of class and the beginning of exams
- December graduation exercise should be eliminated

*State Budget Freeze

-May 14 Budget and Control Board Memo distributed.

5. Council of Deans Meeting - June 1, 1981

*Proposed affirmative action forms and procedures for use in faculty recruitment and appointment were distributed. The procedure provides for review and approval of position announcements, and for review and approval of the recruitment process prior to appointment of the selected candidate.

*Four proposed policy statements (Honorary Degrees; GP II; Selection of Administrators; Chairs and Professorships) were reviewed and endorsed with a couple of minor suggested changes.

*Schedule for Processing Courses/Curricula/Programs for Catalog

<table>
<thead>
<tr>
<th>Month</th>
<th>To Whom</th>
</tr>
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<tbody>
<tr>
<td>October 1</td>
<td>College curriculum committee</td>
</tr>
<tr>
<td>November 1</td>
<td>University curriculum committee from college</td>
</tr>
<tr>
<td>November 20</td>
<td>Maxwell from curriculum committee</td>
</tr>
<tr>
<td>December 15</td>
<td>All final approvals</td>
</tr>
</tbody>
</table>

Note: A course approved too late for catalog can be taught. It can be put in schedule booklet up to 30 days prior to preregistration.

*Greenville Program Update

- On-site "Coordinator" to be employed
- Overload pay for instructors will be up to 25%
- Enrollment minimums will ensure no funds drained from campus
- Over 200 prospective students turned out at first counseling day
*Faculty Evaluations - Dr. Maxwell will inspect all which have disclaimers by faculty members.

*Budget - Dr. Maxwell requested department heads to rank their faculty as to proposed salary increment, with a one paragraph justification for each case. The 12% upper limit (20% with promotion) is still applicable. The overall salary adjustment funding is still 7% in July, plus 3 1/2% in January. 8 3/4% in July may be considered. (Note: later developments may alter this).

*Seminar on Proposal Writing - The Office of University Research is developing a seminar to be held September 17-18, attendance will be limited to about 70, with places allocated by college.

Respectfully submitted,

[Signature]

Stephen S. Melsheimer
President

SSM/nhw
Introduction

In April, 1980, Dr. Victor Hurst (Dean of the University) appointed an ad hoc committee to "study overall policies on summer school at Clemson University." Subsequently, the membership of the Committee was expanded to include representatives of all Colleges as well as student representatives. The members of the initial Committee are listed in Appendix A; Mr. Stanley Smith replaced Mr. Reginald Berry, and in January, 1981, Ms. Karen M. Barto, a graduate student in English, resigned; she was not replaced. Dr. Stephen R. Chapman was named to chair the Committee.

Dean Hurst called the first committee meeting in May, 1980. However, the Committee did not initiate active studies until the start of the fall semester, 1980. During the summer, 1980, members of the Committee did review a variety of reports from National studies of summer school administration. These reports were summarized for all Committee members prior to the onset of detailed Committee work. (The specific reports are cited in Appendix B). The data which the Committee used were (1) enrollment figures provided by the Registrar's Office (Mr. Stanley Smith) and detailed budget figures, including income and expenditures, provided by the Budget Director (Mr. James Roberts). The Committee notes with gratitude that data were made readily available at all times. These data are not presented in this report because they are available through appropriate administrative offices. In addition, Mr. Smith and Mr. Jeffrey Clark (undergraduate
student representative) conducted a survey of current students, the results from which have been incorporated into the Committee's position on the role and goals of Summer School at Clemson.

The first formal Committee meeting was 23 September 1980. The Committee met 10 times; the final meeting at which this report was adopted was 26 February 1981.

This report consists of two major segments in addition to the Introduction and Appendix sections: Short Term Considerations and Long Term Considerations. Each of these two sections is divided into findings and recommendations.

Short Term Considerations

Short term considerations with respect to Summer School are those factors that are seemingly directly limited by two factors—the fact that with respect to faculty salary, Summer School must be self-supporting and the State policy limiting extra compensation to a maximum of 15% per unit of service (i.e. per six-week summer session). In these Short Term Considerations, the Committee accepts these constraints, but does not approve or endorse them. These factors are recognized as severe limits to an optimum type of summer program as is described under "Long Term Considerations."

FINDINGS

Current factors generally limit the audience served by summer school to the following: (1) current Clemson under-
graduate students, (2) public school teachers, and (3) graduate students. Service to current students is (a) make-up work, (b) the opportunity to accelerate in a curriculum, and (c) service to students participating in the Cooperative Education Program. There is inadequate support of faculty for supervising graduate students during the summer months, and essentially no support of faculty for nonteaching activities, e.g., research, writing, and curriculum development.

The summer school program is self-supporting with respect to faculty salaries, and funds generated by summer programs are generally used for faculty salaries. There is at least adequate classified assistance, but numerous problems are apparent within the accepted constraints: (1) The definition of a "full load" (i.e. six credits or 18 contact hours) is arbitrary, unreasonable, and does not take into consideration differences among disciplines, nor does it allow for any additional scholarly activity, (2) there are marked differences between funds generated through student fees and funds allocated for summer activities among units (e.g. colleges), (3) the basis for the allocation of funds seems historical and arbitrary and does not seem to reflect needs or interests of prospective or potential students or of faculty, and (4) limitations of summer activities and distribution of summer funds adversely affects recruiting and retaining faculty.
RECOMMENDATIONS

In view of the above findings, the following recommendations are made:

(1) A Director of Summer Schools be appointed; funds for this position should not come from funds generated by summer school. This person may have other duties, but adequate time, authority, and budget must be available to administer the programs in view of the above findings and the recommendations that follow. An appropriate faculty committee should be selected to advise the Director.

(2) All Summer School Activities (formal courses, research, curriculum innovation, and other scholarly activities including supervision of graduate students) shall be funded from funds generated by Summer School fees. Fifteen per cent of all Summer School income in excess of cost shall be retained by the Director to fund essential, non-self-supporting teaching activities (the Director, in consultation with the Advisory Committee will determine what comprises "essential, non-self-supporting teaching activities"). Eighty-five percent of Summer School income in excess of cost shall be returned proportionally to the Colleges generating them; it is the intent of this recommendation that funds not necessary for support of teaching activities be used in support of non-teaching summer activities. The Committee recognizes that the precise percentages may be changed to fund recognized essential non-self-supporting teaching activities.

(3) The definition of a "full load" for Summer School purposes shall be left to the individual colleges to work out by themselves.

(4) Remuneration for Summer School teaching (or other activities) be raised from the current 7 1/2% of 9-month salary per 3-credit course to 3 1/3% of 9-month salary per credit hour taught; there is an understanding in this recommendation, i.e., that a faculty member teaching a standard 3-credit course will receive 10% of 9-month salary while a faculty member teaching two such courses in a single summer session will receive a maximum of 15% of 9-month salary.

The funding proposal contained in recommendation (2) above drastically alters the current University pattern. We unanimously believe that is an absolute necessity. The
current pattern of funding is strictly historical and thus provides no incentive for innovation and no reward for particular competence. Funding on the basis of income generated (with a portion held back for activities which cannot be expected to be self-supporting but which are nevertheless necessary) is a much more rational, much more business-like way of conducting a Summer School program.

Long Term Considerations

FINDINGS

The physical facilities and human resources of Clemson University are under-utilized during the summer months. There are opportunities to provide more diverse programs and serve a wider clientele through summer offerings; there is faculty interest in providing such expanded offerings. The limited offerings of summer school inhibit opportunities for faculty growth and may discourage faculty from accepting regular academic appointments at Clemson University. The joint issues of the maximum salary of 15% and self-supporting requirement are the major factors limiting the growth and motivation of summer programs at Clemson University.

RECOMMENDATIONS

Active steps by the Administration should be initiated to (1) eliminate the application of the regulation limiting summer school salary to 15% of the nine-month salary per session; (2) efforts should be made to obtain State appropriations to support summer programs in part; (3) the University should
develop an expanded summer program to appeal to a broad student body, including nontraditional students which would include different settings, including travel programs; (4) the University should actively advertise to attract students to summer programs; and (5) should carry out appropriate surveys to determine demand for special programs.
Appendix A. Initial Membership of ad hoc Committee to Study Summer School

Mr. Clarence L. Addison, Associate Professor of Building Science

Dr. William Baron, Associate Professor of Civil Engineering

Ms. Karen M. Barto, Graduate Student in English (resigned January, 1981, and was not replaced)

Mr. Reginald Berry, Registrar (retired and replaced by Mr. Stanley B. Smith)

Mr. Jeffrey A. Clark, Undergraduate Student

Dr. H. W. Graben, Professor of Physics

Dr. Mary Ann Kelly, Associate Professor of Nursing

Dr. James A. Kimbell, Associate Professor of Accounting and Finance

Dr. James E. Matthews, Professor of Elementary and Secondary Education

Mr. James T. Roberts, Budget Director

Dr. Alan Schaffer, Head, Department of History

Dr. Thomas E. Wooten, Alumni Professor of Forestry

Dr. Stephen R. Chapman (Chairman), Associate Dean and Director of Instruction, College of Agricultural Sciences
Appendix B. Published Surveys Used as Background Information for the Committee


Bell, Robert L. 1972. A Case Study in the Dynamics of Summer Session Administration in a School of Education. Univ. Wisc.

CHE Report 14, Student Credit Hour Production, 1979.
Resolution FS-81-6-1

Whereas reasonable coordination of the academic calendar with traditional school system calendars is desirable, and

Whereas various summer faculty and student institutes and other summer faculty development activities, as well as student summer employment opportunities, extend through mid-August and

Whereas it is desirable that the beginning of the Fall semester be as compatible as possible with other major southeastern institutions to facilitate transfer, be it therefore

Resolved that the earliest date for beginning Fall classes should be the fourth week in August, with provision for class holidays and Fall graduation adjusted as needed to provide this starting date.

Resolution FS-81-6-2

Whereas Fall and Summer graduation exercises are quite costly to conduct and difficult to justify in the present budgetary situation, and

Whereas deletion of such exercises would provide flexibility in scheduling the academic calendar, and

Whereas Fall and Summer graduation exercises are not held at many institutions, be it therefore

Resolved that only the Spring graduation exercise should be held each academic year.
<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 1982</th>
<th>Spring 1983</th>
<th>First Summer Session 1983</th>
<th>Second Summer Session 1983</th>
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<tr>
<td>Orientation</td>
<td>August 16</td>
<td>January 6</td>
<td>May 23</td>
<td>June 27</td>
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<tr>
<td>Registration</td>
<td>August 17 &amp; 18</td>
<td>January 7 &amp; 8</td>
<td>May 24</td>
<td>June 28</td>
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<tr>
<td>Classes begin</td>
<td>August 19</td>
<td>January 10</td>
<td>May 28</td>
<td>June 29</td>
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<tr>
<td>Fall break</td>
<td>November 1 &amp; 2</td>
<td>March 12-20</td>
<td>June 11</td>
<td>July 4</td>
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<tr>
<td>Thanksgiving</td>
<td>November 25 &amp; 26</td>
<td>April 9</td>
<td>June 23</td>
<td>July 9</td>
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<tr>
<td>Classes end</td>
<td>December 7</td>
<td>April 29</td>
<td>June 24</td>
<td>August 2</td>
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<tr>
<td>Reading Day</td>
<td>December 8</td>
<td>May 2-7</td>
<td>August 3</td>
<td>August 3</td>
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<tr>
<td>Examinations</td>
<td>December 9, 10, 11,</td>
<td>May 9</td>
<td>August 6</td>
<td>August 6</td>
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<tr>
<td>December graduation</td>
<td>December 13, 14, 15</td>
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<tr>
<td>Classes end</td>
<td>December 16</td>
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<tr>
<td>Candidates' grades due</td>
<td>December 21</td>
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<td>Honors and Awards Day</td>
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<td>August graduation</td>
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The committee endorsed the principle of 15 week (75 day) semesters because of the importance of teaching. Therefore, each semester (fall and spring) allows for 45-fifty minute class periods (a total of 2250 minutes) for each three hour lecture course, and each summer session allows for 25-ninety minute class periods (a total of 2250 minutes) for each three hour lecture course.

The fall orientation period, which is currently spread over two days, allows the new student to arrive in the morning of the first day, begin orientation at mid-day, and conclude orientation mid-way through the second day. Because the dormitories are open the day before, the orientation has been compressed to one day.

The committee is concerned that the need to submit candidates' grades 17½ hours after the last examination is completed might pose a problem. Although the committee took no vote on the issue there was some sentiment that the scheduling office would need to stay very aware of the problem in creating the examination schedule so that the problem could be made as small as possible.

The second day (drop day) of spring registration is scheduled on a Saturday.

Honors and Awards Day will be on Saturday, April 9, 1983. This has been discussed with the Honors Director. She thinks that with the right support from the administration and the Trustees the day will be improved by the move.

Two Saturday classes (both in the first summer session) have been added to the summer school.

Three examination periods in one day, which parallels the fall and spring terms.
Alternate 1982-1983 Schedule

Fall 1982

Orientation
Registration
Class begins
Fall break
Thanksgiving
Class ends
Examinations
Candidates' grades due
(Graduation)

August 19
August 20 & 21
August 23
November 1 - noon Nov. 3
November 24 noon - Nov. 26
December 10
December 13-18
December 20
(December 23)  

Spring 1983

Orientation
Registration
Class begins
Spring Break
Honors and Awards Day
Class ends
Examinations
Candidates' grades due
May graduation

January 6
January 7, 8
January 10
March 2-20
April 9
April 24
May 2-7
May 9
May 13

First Summer Session 1983

Registration
Class begins
Class ends
Exams

May 23
May 24
June 27
June 25

Second Summer Session 1983

Orientation
Registration
Holiday
Class begins
Saturday Class
Class ends
Exams
(Graduation)

June 30
July 1
July 4
July 5
July 9
August 5
August 8
(August 11)  

Fall 1983

Orientation
Registration
Class begins

August 18
August 19, 20
August 22

1 Two and one-half day breaks are shown for both Thanksgiving and Fall break. An alternative is to schedule a full Wednesday class break for the President's Honors Colloquium

2 Deletion of these graduations is preferred
MINUTES OF THE FACULTY SENATE
SPECIAL SESSION

July 2, 1981 Senate Chambers

I. Call to Order:

President Melsheimer called the meeting to order at 3:33 p.m. He then introduced Adm. J. B. McDevitt and explained that Adm. McDevitt had been invited to answer any questions Senators might have concerning a draft version of a policy and procedures for affirmative action on recruiting and hiring faculty members at Clemson University.

II. Report of Senator Huffman:

Senator Huffman briefly reported on the consideration given to the draft of an affirmative action policy and procedure since the June 16 meeting of the Senate. He said that a meeting had been held with Provost David Maxwell on June 27. That meeting brought two salient facts: (1) "A more formalized affirmative action procedure was overdue at Clemson." (2) The draft under consideration adhered to present Federal regulations.

Senator Huffman next indicated that certain words and phrases had been considered with Provost Maxwell and that suggested rewording or rephrasing would be a matter to discuss with Adm. McDevitt.

III. Answers by Adm. McDevitt:

Adm. McDevitt then came before the Senate with a copy of the draft in hand that included changes forwarded to him from the Policy Committee through Provost Maxwell. Each change was discussed or explained, some words or phrases being acceptable to all, some evoking attempts to improve the wording or clarify the meaning. All changes made in phrasing were accepted as friendly amendments by Senator Huffman, who had moved the adoption of the draft statement with proposed changes in wording.

Two motions by Senator Miller to have changes in wording made failed to receive a second.

IV. Vote on Draft Statement Concerning Affirmation Action:

Senator Rollin called for the question, and the Senate by voice vote approved the statement as revised, with only Senator Miller opposing. The statement as amended is attached.

Respectfully Submitted,

John L. Idol, Jr., Secretary
The Faculty Senate

Senators Absent:
M. Barnes, D. Graham, P. Kline,
E. Olive, D. Senn, M. Vatalaro,
and H. Webb
DRAFT

AFFIRMATIVE ACTION POLICY AND PROCEDURE

FOR RECRUITMENT AND APPOINTMENT OF FACULTY

General Policy

1. It is the policy of Clemson University that no person is to be accepted or rejected for employment solely on the basis of sex, minority group membership, or handicap. However, special attention to the identification, recruitment, and selection of minority group members, women, and disabled individuals is consistent with State and Federal laws and regulations and with University policy.

2. Each administrative and academic officer and search committee must take appropriate steps within the areas of their responsibility to ensure that for each faculty and other professional position an active and thorough recruitment effort is made for qualified females, members of minority groups, and disabled individuals.

3. This effort will be viewed by the Provost as an important factor in determining the acceptability of a position recommendation.

Clemson University Affirmative Action policies and procedures are intended to complement previous recruiting efforts. In this regard it is considered proper to define eligibility criteria to broaden the base of the talent pool to include special experience, training, and education not normally considered when such factors are important characteristics of eligibility for the position. Such considerations must be applied equally to all candidates for a position. The
recommendation for and appointment to a position are to be made on the basis of qualifications for the position.

Pre-Recruitment Steps

1. Complete Affirmative Action Form 1 (AA-1), Position Announcement (attached), being careful to assure that the description of the position does not in itself discriminate against the selection of minority, women, and disabled applicants.

2. Consult with the Director, Office of Human Resources to insure AA-1 meets EEO/AA requirements.

3. Submit AA-1 to the Provost for approval. Upon approval by the Provost, the original form AA-1 is returned to the initiating office to be retained in the official recruiting file for the position. Copies of approved Form AA-1 are provided to the Dean/Director and the Office of Human Resources (OHR).

4. Contact the Director, Office of Human Resources, for advice on measures which will ensure the most efficient distribution of information about availability of the position to minority groups, women, and disabled persons, in order to encourage applications from these sources. A list of potential sources of candidates should be compiled for the file. Some categories to be considered are national organizations which have been formed to establish talent pools of minority groups and women, professional organizations, specialized employment agencies, women's colleges, colleges with high minority enrollments, minority and women scholars in other institutions, and newspapers with high readership by members of minority groups and women.
5. Whenever feasible, minority group members, women, and/or disabled individuals should be included on search committees.

**Recruitment**

1. All correspondence and advertising is to indicate that Clemson University is an "Equal Employment Opportunity/Affirmative Action Employer," and all recruiting sources are to be informed of that fact by the person who initiates a contact.

2. The position will be advertised where suitable candidates are likely to be reached, for example, but not limited to the following:
   (a) professional journals and professional organizations
   (b) newspapers as appropriate
   (c) college and university placement offices
   (d) graduate schools of various colleges and universities

3. Each person expressing an interest in (oral or written), or nominated for, an advertised vacant faculty position, shall be provided with an official application form (see attached) which indicates the date by which its return must be postmarked in order to be considered. Only those candidates whose applications are timely received will be considered in the applicant pool. Other inquiries need not be retained as part of the official applicant pool.
4. Federal regulations require that affirmative action employers collect and maintain data on the race, sex and ethnic identity of all applicants for employment. In addition certain information will be useful to the University in applying the skills and accommodating the needs of a handicapped employee candidate if employed. This information cannot be required in advance of employment, but may be voluntarily provided. Affirmative Action Form 2 (attached) has been developed for use in this regard. A copy of this form with return envelope addressed to the Director, Office of Human Resources, shall accompany the official application form sent to each potential candidate. Completed AA-2's received by the Office of Human Resources will be used by the Director in the ongoing functions of monitoring the affirmative action aspect of recruiting for the advertised position and assisting the recruiting unit in identifying qualified female, minority and disabled candidates.

5. If the applicant pool contains no, or few, minority, women, or disabled candidates, the Director, Office of Human Resources, should be asked to provide the recruiting unit additional assistance in establishing suitable contacts.

6. The group of applicants considered must include qualified minorities and women unless evidence is documented that special efforts to recruit them have been made and have failed.

7. Invitations to applicants to visit the campus should indicate that, if they so desire, they may have the opportunity to meet with the Director, Office of Human Resources.
8. It is recognized that there may be instances in which a person is recommended for a position without widespread recruitment efforts. Such cases may be justified when a qualified individual may be promoted from within the institution, time is of the essence, campus operations would suffer as the result of an interim appointment, or when a person is available who is uniquely qualified for the position. By their very nature, such cases are rare. The acceptability of such cases will be measured not only against the urgency of those particular appointments but also against past efforts to employ members of minority groups and women in the unit(s) recommending those appointments.

Documentation of the special circumstances must be made in Affirmative Action Form 3 (see below).

Appointment

1. When the search process has resulted in the selection of a candidate(s) for appointment to a position, Affirmative Action Form 3, which documents full and open recruitment efforts for that position shall be prepared by the department head with the assistance of the Director, Office of Human Resources.

2. If in the opinion of the Director, Office of Human Resources, the obligations of Equal Employment Opportunity and Affirmative Action have not been met, he shall append to AA-3 a statement of the reasons therefor.

3. Submit AA-3 to the Provost for approval. No offer shall be made to a candidate until approval of the Provost has been received.
4. Should the Provost determine that recruitment activity has not met the obligations of Equal Employment Opportunity and Affirmative Action, he shall notify the originating office of the necessity to renew recruiting efforts in order to rectify specific deficiencies. 
(a) If however, the Provost does not concur with the opinion of the Director, Office of Human Resources, the Provost will consult with the President. 
(b) If no agreement is reached in this consultation, the final decision will rest with the President.

5. The Dean of the College (Director of the Library) is responsible for monitoring and reviewing the recruitment and selection process to assure that affirmative action procedures are appropriately followed. Upon receipt of the Provost's approval the Dean/Director responsible will issue the employment offer using the standard contract letter format which, in addition to the standard items, also covers all special conditions pertaining to the offer of employment. This letter, upon acceptance by the faculty member, becomes the employment contract.

6. Upon acceptance by the new faculty member, personnel appointment actions shall be completed in accordance with instructions of the Personnel Director.

7. The originals of applications, resumes, correspondence, forms (except Affirmative Action Form-2), screening committee minutes, notations of telephone conversations, and all other documentation
relating to the recruiting process for the position shall be re-
tained by the recruiting unit for a period of three years from
the date of acceptance of appointment by the successful candidate
after which they may be destroyed. AA Form-2, if submitted by
candidates, will have been received by the Office of Human Re-
sources and shall be retained in like manner.
APPLICATION FOR FACULTY/PROFESSIONAL POSITION

AT

CLEMSON UNIVERSITY

APPLICATION POSTMARK DEADLINE ________________________________________, 19

(Date Inserted by University)

(1) I, ____________________________________________, hereby make application for

(Print Full Name)

the following advertised position:

_______________________________________________________________

(State Title of Position)

(2) A copy of my resume/curriculum vita is attached.

(3) Information on this position was made available to me from the following source: (If newspaper or other publication, please give name.)

_________________________________________________________________

(4) If this application is being mailed subsequent to the above postmark
deadline, the following reason is submitted:

_________________________________________________________________

(5) I have read attached Affirmative Action Form-2 and understand the

voluntary nature of the request for its completion.

__________________________________________

(Signature)

Date: ___________________________, 19__
Clemson University

Announcement of Recruitment for Clemson University Faculty/Professional Position

Date

Clemson University Department/College

Date Recruitment to Begin

Final Postmark Date for Submission of Applications

Rank/Title

Salary Range

Brief Position Description:

Name, Address, and Telephone Number of Contact Person:

Routing:

(1) Reviewed by Director, Office of Human Resources: Date:

(2) Signature of Department Head: Date:

(3) Signature of Dean or Director: Date:

(4) Approved by: Provost. Date:

Original: Return to Initiating Office for Permanent File
Copies to: Dean/Director, Office of Human Resources

5/5/81
Federal regulations require that Affirmative Action employers collect and maintain data on the race, sex and ethnic identity of all applicants for employment. Clemson University requests your voluntary completion of the following questionnaire to be used ONLY for the purpose of monitoring the success of our Affirmative Action Plan. This information will not be used to reject or to show preference for any applicant in the hiring decision. You are asked to return this form to the Office of Human Resources in the enclosed envelope. Your immediate cooperation will be appreciated.

Name ___________________________ Date ____________________

Position applied for ___________________________ Title __________________

Location of position ___________________________ Department __________________

Ethnic identity (Check one):

1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Black (Not of Hispanic Origin)
4. White (Not of Hispanic Origin)
5. Hispanic

Citizenship: United States ______ Other ______ Country ___________________________

Birthdate: ______/_____/______ Birthplace __________________ Sex ______ M/F

Month/Day/Year City/State/County

Marital Status: ___________________________

Physical Handicap: Specify if you have any physical handicap or condition which will require special consideration in your employment.

1. speech impairment 2. hearing impairment 3. visual impairment
4. mental disability 5. motor impairment 6. multiple disabilities

5/5/81
Military Service: Disabled veterans and veterans of the Vietnam era are entitled to receive special consideration under the Affirmative Action Plan. If you are entitled to this consideration, please check and attach a statement as prescribed on this form.

___ Disabled Veteran   ___ Vietnam Era Veteran   Dates of Service ___

Signature of Applicant

Date

AFFIRMATIVE ACTION FOR VETERANS

Clemson University being a government contractor is subject to Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 which requires government contractors to take affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam era. To qualify under this program as a Vietnam era veteran, you must have enlisted prior to May 7, 1975, must have served on active duty for a period of more than 180 days any part of which occurred after August 4, 1964, or must have been discharged or released from active duty for a service-connected disability and with other than dishonorable discharge. Your application for employment must be filed within a 48-month period following discharge or release from active duty.

Or veteran of the Vietnam era,

If you are a disabled veteran as defined above and would like to be considered for employment, please tell us. This information is voluntary and refusal to provide it prior to employment will not subject you to discharge or disciplinary treatment after employment and shall be kept confidential, except that (1) supervisors and managers may be informed regarding restrictions on the work or duties of disabled veterans, and regarding necessary accommodations, and (2) first aid personnel might be informed, when and to the extent appropriate, if the condition might require emergency treatment.

In order to assure proper placement we would appreciate it if you would voluntarily prepare a statement in which the following are answered. If you have a disability which might affect your performance or create hazard to yourself or others in connection with the job for which you are applying, please state the following: (1) the skills and procedures you use or intend to use to perform the job notwithstanding the disability and (2) the accommodations we could make which could enable you to perform the job properly and safely, including special equipment, changes in the physical plant layout of the job, elimination of certain duties relating to the job or other accommodations.

5/5/81
CLEMSON UNIVERSITY - CLEMSON, SOUTH CAROLINA

FACULTY AFFIRMATIVE ACTION REPORT

This report must accompany all recommendations to the Provost for appointment approval to new or vacant faculty positions in the various colleges and academic offices of the University. The information requested meets the requirements of the University's Affirmative Action Plan.

Department/College: .................................................................

Position to be Filled (including rank): ...........................................

AA Form-1 announcing this recruitment was approved by the Provost on: .................................................................

Date

Recruiting Began: .................................................................

Date

Recruiting Terminated: .............................................................

Date

1. Copies of all advertisements used to fill the position are enclosed.

2. The positive efforts which were taken, in addition to the advertisements, to recruit minority, women and disabled candidates were as follows (use additional sheets if necessary):

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3. Record of Interviews:

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<tr>
<th>Name</th>
<th>Race*</th>
<th>Sex</th>
<th>Date &amp; Place</th>
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(Use additional sheets if necessary.)
*If unknown, so state.

4. Please give the number of applicants for this position by Race and Sex:

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<th></th>
<th>MALE</th>
<th>WHITE</th>
<th>BLACK</th>
<th>HISPANIC</th>
<th>ASIAN</th>
<th>AMERICAN INDIAN</th>
<th>INDIAN</th>
<th>UNKNOWN</th>
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<td>Female</td>
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</tr>
</tbody>
</table>

5. Candidate Recommended To Fill This Position (in order of preference):

6. If the finalist is not a minority, female, or disabled candidate, comment in detail on the qualifications of the person recommended that influence the selection.

7. If no minority, female, or disabled candidates were considered, state why.

8. If position was not advertised, state why and explain selection made.

9. This recommendation is submitted by Department Head:

(Name, Title, Date)

Routing:

(1) Reviewed by Director, Office of Human Resources Date: 

(2) Approved by Dean/Director: Date: 

(3) Approved by: Provost. Date: 

5/5/81
MINUTES OF THE FACULTY SENATE

July 21, 1981

I. Call to Order:
President Stephen Melsheimer called the meeting to order at 3:30 p.m.

II. Approval of Minutes:
The minutes of the June 16, 1981, meeting were approved as distributed.

III. Committee Reports:
A. Admissions and Scholarship:
Senator Kimbell said that a review was currently being made of proposals concerning University academic regulations and that a report would be made to the Senate at the August meeting by the Admissions and Scholarship Committee.

B. Policy:
Reporting for the Policy Committee, Senator Rollin reminded fellow senators that a revision of the Constitution and By-Laws of the Faculty and Faculty Senate had been circulated and that the revised version would be considered at the August meeting of the Senate.

C. Welfare:
Senator Quisenberry's report indicated that the Welfare Committee was working with Stassen Thompson to gather information on fringe benefits for faculty at peer institutions. Further study is also being made of the traffic problems on campus.

D. Research:
Senator Ham reported that his committee's inquiry on consulting had found that the potential for conflict of interest appears to differ in the various colleges. Therefore, each college should establish its own guidelines for implementing existing University policy. He added, moreover, that the Research Committee strongly encourages faculty of individual colleges to pursue modification of current guidelines not generally acceptable to the affected faculty.

The second item of Senator Ham's report concerned any recommendations senators might have for graduate student regulations, a subject to be discussed at a forthcoming meeting of the Commission on Graduate Studies and Research.

Finally, he reported that the Research Committee had begun to discuss the question of visa requirements for foreign graduate students and was now gathering additional information on the subject.

The first item of Senator Ham's report elicited questions and comments by a number of senators, one of whom, Senator Quisenberry, asked that the Senate go into executive session briefly so that more specific information might be shared. His motion carried. Following the return to regular session, Senator Ham asked whether particular suggestions on a consulting policy could be made. None was offered for the time being.

E-F. Ad Hoc Committees and University Councils and Committees:
No reports were given.
IV. President's Report:

President Melsheimer circulated an addendum to the report to the Senate dated July 21, 1981. He answered questions concerning a proposal from the Council of Deans to allow a cross-listing of courses and about the implementation of planned faculty salary increases. (See Attachment A for the full report).

V. Old Business:

No old business came before the Senate.

VI. New Business:

A. Election of Faculty Senators to the Grievance Board:

Voting on a slate of nominees offered by the Advisory Committee, the Senate elected three senators as members of the Grievance Board and named two alternates. Senators Hipp, Huffman, and Robinson will sit on the Board and Senators Kline and Wainscott will be alternates.

B. FS 81-7-1, Faculty Workload Analysis:

Substituting for Senator Huffman, Senator Hipp gave a short history of the events leading to the development of an instructional workload analysis for Clemson. He stressed the fact that the document about to be considered by the Senate was (1) a measuring device and not something to be used to assign work to faculty or to evaluate work done by faculty; (2) was designed to deal only with faculty paid by University instructional funds. He added that the document now represented a good many compromises, all agreed upon in the hope of achieving an equitable means of determining workloads.

He then moved the adoption of the following resolution:

FS-81-7-1

Be it resolved that the Faculty Senate approve the Instructional Workload Analysis document and forward it to the Provost for implementation. This approval is subject to the provision that the Workload Analysis is adopted on a trial basis for one year with a complete reevaluation at the conclusion of the year.

Senator Webb seconded the motion, and then discussion followed, the chief points of which were:

1. Should the Senate support the adoption of such an analysis if Senators are philosophically opposed to the idea?

2. Should university professors, as professionals, submit to devices such as this when persons in law and medicine were spared assessment of like nature?

3. Could an institution continue to call itself a true university if faculty are treated like persons teaching at technical and secondary schools?
(4) Will anything new be learned by using such a method as the one suggested?

(5) Would it not be possible for abuses to occur, abuses involving evaluation of work?

(6) Was it not possible that some people opposed the analysis because of a desire to hide something?

At this point, Senator Webb called for the question, which was passed by a vote of 19-7 despite the fact that Senator Miller wanted to offer amendments. Senator Rollin then asked whether the calling of the question could be reconsidered out of courtesy to Senator Miller and others who might want to offer amendments. The motion for reconsideration passed, and the following changes were approved:

(1) An item was added to Section A: A.2.3 College of Nursing laboratory instruction. Award 1.0 SHE for each contact hour.

(2) In D.1, the number 0.5 SHE was changed to 1.0 SHE;
In D.2, the number 0.5 SHE was changed to 1.0 SHE;

(3) In D.3 the number 2.0 SHE was changed to 1.0 SHE;

(4) In D.4, the phrase "(nominally 6.0 SHEs)" was stricken.

Senator Ham moved the adoption of the document as amended. His motion was seconded by Senator Rollin. The resolution then passed by voice vote. (See Attachment B for text.)

VII. Adjournment:
The Senate adjourned at 5:40 p.m.

Respectfully Submitted,

John L. Idol, Jr., Secretary
The Faculty Senate

JLIJr/lm

Senators Absent:
M. Armistead
J. Huffman
R. Taylor

* Affirmative Action Policy and Procedure received Cabinet approval, and was subsequently issued by President Atchley.

* The Special Advisory Committee on Campus Names recommendation to name the new married student housing (old faculty housing) "Douhiti Hills," and the old married student housing (now single student housing) "Thornhill Village" in honor of past trustees Joe B. Douhit, Jr. and T. Wilbur Thornhill was approved.

* A draft travel policy involving travel budget cuts necessitated by University budget cuts was discussed, and tabled for further consideration later.

* A reduction in force procedure for unclassified personnel to be submitted to State Personnel was discussed and approved. Basically it gives some general principles and states that specific procedures will be developed if a necessity for a personnel cut arises.

* All prefabs are to be removed from campus.

* The area where the prefabs were recently removed near Jervey is to be landscaped and grassed.

* The Corps of Engineers is planning a rather extensive operation to seal the dikes against seepage.

2. Grievance Procedure II calls for an elected Grievance Board. The agenda for this meeting includes election of the three members and two alternates to serve on the Board. The Advisory Committee will be asked to nominate a slate of candidates, and additional nominations will be taken from the floor.

3. The Advisory Committee is requested to meet at 3:00 pm on July 21 preceding the Senate meeting to nominate a slate of candidates for the Grievance Board.
4. The results of the deliberations of the Ad Hoc Workload Committee are included with this report (Attachment A). Please review this document carefully prior to the meeting and be prepared to act on it.

5. The draft of a new Faculty Constitution developed by the Policy Committee is also included. A cover letter from Chairman Rollin gives further information.

6. Board of Trustees Meeting, July 17, 1981

* The Selection of Administrators, Grievance Procedure II, and Endowed Chairs and Titled Professorships Policies were adopted. The last section of the selection of Administrators Policy was revised to reflect the specific language of the Board Policy on the Selection Process for the President. This revision is, in my judgment, completely consistent with the Senate intent.

* The Honorary Degrees Policy was withdrawn from the agenda by the administration.

* The Board voted to increase fees by $70 per semester for state residents, and $150 per semester for out-of-state students to raise $1.7 million of the $3 million budget shortfall.

* Mr. Thomas McTeer of Columbia was elected Chairman of the Board succeeding Mr. P. W. McAlister.


* The question of visa requirements for foreign graduate students was discussed, but there was no consensus for a revision of the current policy.

* The Deans voted to endorse the "cross-listing" of courses. Under this plan, a course offered by one department (e.g., Chemical Engineering) could also be listed under another department (e.g., Mathematics) if both faculties agreed. The student could choose to register for either "ChE 877" or MathSci 877, but the responsibility for teaching the course would remain with one department (presumably, the department that originated the course).

* The State Budget provides for 10-1/2% faculty salary increases, but actual funding is for 8-3/4% since 7% was expected to be implemented "now," and 3-1/2% in January. Exactly how the salary increases will be implemented has not been decided. However, the "immediate" increase must be delayed by three pay periods. In addition, a special salary adjustment appropriation of $950,000 was passed in the budget bill. Budget and Control Board upper limits of 12%, and 20% with promotion, still apply, but no minimum has been set. Promotion increments of $500/$1000/$1500 for Assist. Prof./Assoc. Prof./Professor have been retained.

* The Deans were asked to review past expenditures for faculty professional travel, and come up with plans for curtailment.
INSTRUCTIONAL WORKLOAD ANALYSIS

The purpose of the Instructional Workload Analysis is to provide for each faculty member at Clemson University a comprehensive and realistic description of the professional duties supported by instructional funds. This analysis will not be used in any way to evaluate the performance of an individual faculty member for the purpose of salary increases, tenure, or promotion, but will only be used by the University to allocate positions which are supported by instructional funds. Because of the differences between disciplines, no minimum standard workload will be defined in this analysis.

All professional duties will be converted to a standard unit, the semester hour equivalent (SHE) to determine a person's workload. The SHE is equal to a fifty minute undergraduate lecture period and assumes a class of normal size, no assistance of any kind, and routine course preparation.

The point system below will be used each semester to determine workload. The points will be recorded on an accompanying form and totalled.

A. INSTRUCTION

The workload for graduate teaching assistants will be determined in the same way as faculty workload.

A.1. Classroom Instruction. For team teaching, hours will be prorated by the department head. The total of pro rata hours assigned by the department head may not exceed the credit hours for the course.

A.1.1. Undergraduate instruction including 600 level courses. Award 1.0 SHE per credit hour for each course.

A.1.2. Graduate instruction. Award 1.33 SHE per course credit hour.

A.1.3. Undergraduate and graduate instruction with assistance. When the person teaching an undergraduate or graduate course is assisted in the grading of homework, etc., but the faculty teaches the course, SHEs awarded for the course will be reduced. Multiply the number of hours of assistance per week by 0.25 and subtract from the SHEs awarded for the course. The maximum reduction per course shall be 1.0 SHE.

A.2. Laboratory Instruction. This includes clinical laboratories, practica, music courses, and drama courses with no laboratory assistance by graduate students. With laboratory assistance by graduate students credit will be prorated as for team teaching (See A.1.).
A.2.1. Undergraduate laboratory instruction. 
Award 0.67 SHE for each contact hour.

A.2.2. Graduate laboratory instruction. 
Award 0.89 SHE for each contact hour.

A.3. Instruction for large sections. Additional credit will be given for teaching classes larger than normal. Although the definition of a large class varies with the discipline and course, for computational purposes additional credit will be given according to the following schedule.

A.3.1. Undergraduate classes.
Award additional SHEs by multiplying the course credit hours by 0.02 times the number of students in excess of 30.

A.3.2. Graduate classes.
Award additional SHEs by multiplying the course credit hours by 0.02 times the number of students in excess of 10.

A.4. Additional Preparation Time. Add 1.0 SHE if this is the first time the instructor has taught a course or if the instructor has not taught the course in the past three years.

A.5. Multiple Preparations. The standard unit assumes that an instructor is making only one course preparation. Add 1.0 SHE for each additional course preparation. For example, a person teaching History 101, History 301, and History 315 would receive 2.0 additional SHEs. The additional SHEs for multiple preparations will be 1.0 less than the number of preparations.

A.6. Course Development. Credit up to 3.0 SHEs for any faculty member may be assigned by the department head with the approval of the college dean for the development or extensive revision of courses, laboratories, or other activities related to curriculum.

B. RESEARCH

B.1. Special problems, directed research, and other individualized instruction. Divide the total undergraduate and graduate student credit hours by 6.

B.2. Research Supervision. The following credit will be given only in those programs where research is a degree requirement.

B.2.1. Research leading to a master's degree.
Committee chairperson receives 1.0 SHE per student; committee member, 0.1 SHE per student. This credit is given for a maximum of 3 semesters for any student.
B.2.2. Research leading to a doctoral degree. Committee chairperson receives 1.0 SHE per student; committee member, 0.1 SHE per student. This credit is given for a maximum of 8 semesters for any student.

B.3. Research Activities. No more than 6.0 SHEs may be assigned by the department head and approved by the dean of the college for research activities supported by instructional funds. In exceptional cases additional credit may be given with explicit approval of the provost.

B.3.1. Faculty Research. Up to 6.0 SHEs may be assigned for unsponsored research as well as contractual or grant research with no extramural funding for faculty salaries during the academic year. Such research should culminate in the preparation of articles, books, other scholarly works, or the development of extramural funding. Continuation of credit under this category will depend upon tangible evidence of a sort appropriate to the discipline.

B.3.2. Research proposal development. Up to 2.0 SHEs may be assigned for preparation of research proposals.

C. STUDENT ADVISING

Each student will be assigned to one faculty member for the purpose of academic advising.

C.1. Undergraduate Student Advising. Award additional SHEs by multiplying the number of advisees by 0.02. Maximum credit is limited to 3.0 SHEs. An average of one contact hour per student is assumed.

C.2. Graduate Student Advising Without Research Supervision. Multiply the number of students advised by 0.04 to award SHE credit. Maximum credit is limited to 3.0 SHEs. An average contact of two hours per student is assumed.

C.3. Advising Student Organizations. Credit of up to 1.0 SHE per group may be awarded for advising recognized student organizations which foster educational goals consistent with those of the University. A maximum of 1.0 SHE per faculty member for all groups will be assigned by the department head and approved by the college dean.
D. OFFICIAL COMMITTEE ASSIGNMENTS

Members of committees which meet regularly and frequently may receive credit as allocated below. Members of committees which meet quarterly or less normally would not qualify for such credit. Under special circumstances the following credit limits may be changed with the approval of the college dean and provost for one semester.

D.1. Departmental Committees. Credit is assigned by the department head and approved by the college dean. Maximum credit for any faculty member is 0.5 SHE for all committee activities.

D.2. College Committees. Credit is assigned by the college dean and approved by the provost. Maximum credit for any faculty member is 0.5 SHE for all committee activities.

D.3. University Commissions, Councils, and Committees. Credit is assigned by the provost, up to 1.0 SHE per committee. Maximum credit for any faculty member is 2.0 SHEs.

D.4. Faculty Senate. Credit shall be assigned by the provost in consultation with the president of the faculty senate. Senators may receive up to a total of 3.0 SHEs for all assignments related to faculty senate responsibilities. The president of the faculty senate shall receive 50 percent released time (nominally 6.0 SHEs) for all activities and committees associated with this office.

E. ADMINISTRATIVE DUTIES

Credit will be given for various administrative duties within the departments, which may include activities, such as coordinating programs, scheduling, administration of multisection courses, and so forth. Up to 3.0 SHEs may be assigned by the department head with the approval of the college dean. Under special circumstances the following credit limits may be changed with the approval of the provost.

F. CONTINUING EDUCATION AND PUBLIC SERVICE

Credit may be given for noncredit teaching duties or other public services as part of a regular assignment for which no extra pay, bonus, or other additional compensation is received.
F.1. Continuing Education. Multiply the total hours of classroom instruction by 0.05. Up to 3.0 SHEs may be awarded by the department head and college dean for the development of a new course.

F.2. Public Service. Credit will be given for public service and professional activities, such as serving on government boards and commissions as a professional advisor, organizing professional meetings, and assuming leadership roles in professional organizations which foster educational goals consistent with those of the University. A maximum credit of 3.0 SHEs will be assigned by the department head with the approval of the college dean and the provost.

F.3. Additional Professional Activities. Credit will be given for other professional activities not included above which benefit the University and the faculty member. The amount of credit will vary and will be assigned by the department head with the approval of the college dean and provost.

G. PREVIOUS SEMESTER WORKLOAD

The total number of SHEs assigned for the previous semester is recorded on the accompanying form for information only. This will not be totalled with the credits assigned in categories A through F.
MINUTES OF THE FACULTY SENATE

August 25, 1981

I. Call to Order:

President Stephen Melsheimer called the meeting to order at 3:30 p.m.

II. Approval of Minutes:

The Senate approved the minutes of the special session of July 2, 1981, with the revision of one phrase, the corrected version reading - "a more formalized affirmative action procedure was overdue at Clemson."

The minutes of the meeting of July 21, 1981, were approved after deletion of a parenthetical note that a draft of the new Faculty Constitution would be Attachment B.

III. Committee Reports:

A. Admissions and Scholarship:

Senator Kimbell moved that the Senate accept the report of the Admissions and Scholarship Committee concerning its review of the report of the University Ad Hoc Committee to Review Academic Regulations. (The report appears as Attachment A.) His motion having been recorded, the discussion which followed centered on Items II, III, XIII, XIV, and XVI of the report. Items II and III, addressed to the question of academic probation and readmission after dismissal for academic reasons, led to expressions of concern from several senators, the main issue being whether requirements for good academic standing were high enough. A leading argument advanced was that deserving students were not being admitted because too many students with academic shortcomings are permitted places under existing and suggested procedures governing probation.

The Senate voted to delete from the report of the Admissions and Scholarship Committee Item I of Appendix B, a so-called Statute of Limitations on Grades.

It next voted to delete from the report Item B1 of Appendix A. On a motion by Senator Fisher, the Senate agreed to have wording for that section express the position that all students must maintain a 2.00 GPR to maintain good academic standing.

Concerning Item XIII, Senator Rollin moved that the Senate go on record as favoring the right of the faculty to exempt students from final examinations in classes where finals are a course requirement. In effect, the motion, which was passed, put the Senate in a stance opposite to the position taken in Item XIII of the report.

A motion to place the Senate as opposed to the adoption of a policy forbidding examinations in the week before finals failed.

A motion made by Senator Bennett concerning the academic performance of students on academic probation also failed.

The Senate then voted to adopt the report as amended and forward it to the Commission on Undergraduate Studies as the Senate's position on academic regulations.
B. Policy:
Senator Rollin reported that the Policy Committee was reviewing a draft of the Faculty Manual. He said that other committees of the Senate would be similarly engaged soon.

C. Research:
No report was given.

D. Welfare:
Senator Quisenberry reported that his interpretation of the Simpson Amendment to the State Retirement System was that persons with more than 30 years in the system would not be helped by the amendment. Persons with over 30 years lost the death benefit package.
The Welfare Committee continues to look at salary figures and fringe benefits and is beginning to explore additional group insurance plans.

E. Ad Hoc Committees:
No report was given.

F. University Councils and Committees:
No reports were given.

IV. President's Report:
(See Attachment B.)

V. New Business:
The Senate voted to change the order of the agenda to place new business before old business.
The only item of new business was the approval of a letter of commendation to State Senator James M. Waddell, Jr. (See Attachment C.)

VI. Old Business:
Senator Rollin led a review of a draft version of the revised Constitution and By-Laws of the Faculty Senate.
A few suggestions were accepted as friendly amendments and one section was to be rewritten to achieve clarity.
Following the review and discussion, Senator Rollin moved that the Senate forward the amended draft to the faculty at large for review and response. The motion carried unanimously.

VII. Adjournment:
The Senate adjourned at 5:48 p.m.
Respectfully submitted,

John L. Idol, Jr., Secretary
The Faculty Senate

JLIJr/lm
Enclosures
August 6, 1981

REPORT

TO: The Faculty Senate
FROM: The Admissions and Scholarship Committee
RE: Report of the University Ad Hoc Committee to Review Academic Regulations

The Admissions and Scholarship Committee has completed its charge to review the undergraduate portion of the subject report. The following committee recommendations are keyed to the sections in the University Ad Hoc Committee Report.

I. Higher Standards for Remaining Enrolled. The Committee unanimously recommends that the slope of the "satisfactory progress" line intersect the vertical axis (cumulative GPR) at 1.58 and the horizontal axis (credit hours attempted) at 60. This recommendation, which would require all undergraduates to achieve a minimum cumulative GPR of 2.00 at the end of 60 semester hours attempted, represents a considerable improvement upon the continuing enrollment standards currently in effect. The Committee also notes that item C of Section I should be capitalized. Appendix A, Section I presents the text that reflects the above recommendations.

II. New Procedures for Academic Probation. The Committee unanimously recommends that Appendix A, Section II be substituted for all of Section II in the Ad Hoc Committee report.

III. Readmission After Dismissal. By a vote of 7 to 1, the Committee recommends Appendix B ("Statute of Limitations on Grades") as an alternative to item B in the Ad Hoc Committee report.

IV. Withdrawal Policy (Drop Date). Concur unanimously.

V. Student Loads. Concur unanimously.

VI. Incompletes. Concur unanimously.

VII. Transfer Credit. Concur unanimously.

VIII. Credit by Exemption. The Committee recommends the substitution of the words "OR GRADE POINTS SHALL" for the word "SHOULD" in the capitalized sentence.

IX. 300-400-Level Courses. Concur unanimously.

X. Course Substitution. Concur 7 to 1 vote.
XI. Re-examinations. By a vote of 6 to 2, the Committee recommends that statements in university publications regarding re-examinations be deleted.

XII. Prerequisites. Concur unanimously.

XIII. Exemption from Final Examinations. The Committee voted to remove the present exemption statement from the college catalog and to state that "NO STUDENT SHALL BE EXEMPTED FROM FINAL EXAMINATIONS."

XIV. Comprehensive Final Examinations. The Committee voted to delete the entire section.

XV. Scheduling of Final Examinations. Concur unanimously.

XVI. The Week Before Finals (Dead Week). The Committee voted 7 to 1 to revise the capitalized statement to read: NO EXAMINATIONS MAY BE SCHEDULED FOR THE WEEK BEFORE FINALS EXCEPT IN THE LABORATORY PORTIONS OF LECTURE/LABORATORY COURSES.

XVII. Student Grade Reports. Concur unanimously.
APPENDIX A

I. REQUIREMENTS FOR MAINTAINING GOOD ACADEMIC STANDING

A. During the regular academic year all undergraduate records are reviewed for quality at the end of the fall and spring semesters. The records of students attending one or both of the summer sessions will be inspected at the end of the second summer term.

B. Requirements for maintaining good academic standing are as follows:

1. For students who have attempted less than 60 semester hours, the cumulative grade-point ratio (GPR) is compared to a minimum required GPR computed from the following formula:
   \[ \text{Min. Req. GPR} = 1.58 + (0.007 \times \text{Cumulative Semester Hours Attempted}) \]

   For example, a first-semester student who attempts 16 semester hours must achieve a GPR of 1.692 or higher to be in good academic standing; i.e.,
   \[ \text{GPR} = 1.58 + (0.007 \times 16) = 1.58 + 0.112 = 1.692. \]

   Similarly, a student who has attempted 32 semester hours cumulatively must attain a cumulative GPR of at least 1.804 to maintain status in good standing; i.e.,
   \[ \text{GPR} = 1.58 + (0.007 \times 32) = 1.58 + 0.224 = 1.804. \]

2. Students who have attempted 60 or more semester hours must maintain a minimum cumulative GPR of 2.00 throughout their remaining college work to be in good academic standing.

C. Any student who fails to maintain the minimum required cumulative GPR will be placed on academic probation.

II. ACADEMIC PROBATION

A. In the event that a student is placed on academic probation, notification to that effect will appear on the grade report for that term in which the student's academic deficiency occurred.
B. Any student who is placed on academic probation must make up the deficiency in his or her cumulative GPR and return to good academic standing within the next 24 semester hours attempted.* The student who corrects his or her cumulative GPR deficiency within the 24 semester-hour period will be removed from academic probation, and notice of clearance will appear on the grade report for the academic term in which the student returned to good standing. Failure to remove oneself from probation within the 24 semester-hour limit will result in dismissal from the university, and notice of dismissal for reasons of academic ineligibility will be entered into the student's grade report and permanent record.

*Interpretation: Any student on probation must become cleared from probation no later than the end of the academic term in which the 24 semester-hour limit has been equaled or surpassed.
APPENDIX B

I. STATUTE OF LIMITATIONS ON GRADES (optional)

AT THE END OF THE NINTH (9th) SEMESTER OF ENROLLMENT (for a 4-year curriculum, or 11th for a 5-year curriculum), A STUDENT MAY ELECT TO HAVE THE FIRST SEMESTER COURSE GRADES AND GRADE-POINT-CREDIT REMOVED FROM THE DETERMINATION OF HIS GRADE-POINT-RATIO AND COURSE-CREDIT-TOTAL. THEREAFTER, AT THE END OF EACH ADDITIONAL SEMESTER, THE REMOVAL OF THE NEXT SEMESTERS' (2, 3, etc.) GRADE-POINT-CREDIT AND COURSE CREDIT MAY BE ELECTED. THIS ARTICLE IN NO WAY SUPERSEDES THE PREVIOUS ARTICLES.

COMMENTARY

Many students entering college curricula have suffered what is commonly referred to as "freshman syndrome." The student is unprepared for the enormous change in lifestyle expected of him/her by college courses. The student may be unprepared to accept the responsibility for self-activated study either because he/she has been conditioned to a learning atmosphere in which he/she is led through the learning process or because he/she simply desires to be actively at play, though enrolled in college. For whatever reason, such students usually make debacles of their initial attempts at college course work. The university faculty and administrators recognize this in the formulation of regulations for Continued Enrollment (Art. I), Probation (Art. II), Readmission After Dismissal (Art. III). Such policies allow many students who do sufficiently mature work to eventually complete curriculum course requirements. Some students are caught, however, in a grade-point-crisis at the end of their programs, due mainly to deficiencies at the beginning of their programs.

An attempt was made, several years ago, to remove this difficulty by introducing the policy of removable-first-semester-failing-grades. This policy failed because no sanction against such failing grades remained. The result was that many students, becoming aware of the policy, used it to their purposes.

The proposed policy would not remove present sanctions on continued enrollment, probation and readmission. In any student's case, it would not come into force (if he/she elected) until the grades are rendered at the end of the ninth (9th) semester. He/she would not just choose to disregard any early failing grades, but will have to make a more difficult decision, to disregard both failing and passing grades (and their course credit). Thus the choice of election would likely be made by only those students whose initial attempts had been, as first noted, a debacle.
President's Report

August 25, 1981

1. Dean's Retreat, July 26-28, 1981 – I met with the President, the Provost and Vice Provosts, and the College Deans at High Hampton. Matters considered included consulting policy, the general education proposal, faculty workload analysis, and admissions policies. Position papers are being developed in each of these areas.

   * A policy and procedure for the S. C. Energy Research and Development Center is being developed.
   * A proposal for a non-degree program in Nuclear Engineering Technology was recommended for approval.

3. President's Cabinet, August 5, 1981
   * A warning ticket for cars without current parking decals was approved. After three warning tickets, the car would be towed.
   * The black caucus will visit campus September 4 and 5, 1981

4. John Huffman will serve as Chairman of the Grievance Board.

5. President Atchley will be the guest of the Senate during its September meeting.

6. The process to name a committee to select a holder of the Abney Chair has begun. The Economics faculty representatives have been elected as provided in the new Policy on Endowed Chairs and Titled Professorships.

SSM/1m
August 25, 1981

Senator James M. Waddell, Jr.
P.O. Box 1026
Beaufort, SC 29902

Dear Senator Waddell:

On behalf of the Faculty of Clemson University, the Faculty Senate wishes to express its appreciation for your efforts in the General Assembly on behalf of the University, and especially in regard to the faculty salary adjustment funds provided in this year's state budget. As you know, faculty salaries at Clemson have fallen significantly behind those of comparable institutions, especially in the very competitive technological areas emphasized at Clemson, and particularly at the higher faculty ranks. The salary adjustment funds you helped to secure will reduce this gap, and aid us in attracting and retaining a top quality faculty.

Again, thanks very much for your efforts on our behalf.

Sincerely,

Stephen S. Melsheimer, President for the Faculty Senate

SSM/nhw
MINUTES OF THE FACULTY SENATE

September 22, 1981 Senate Chambers

I. Call to Order:

President Stephen Melsheimer called the meeting to order and introduced President Bill Atchley, who presented plans for using the funds being sought in the recently announced capital campaign, the Clemson Centennial Fund.

The funding drive, broken into two phases, the first to raise $25 million, the second $35 million, will be spread over eight years and will coincide with Clemson's one-hundredth birthday.

Monies collected will be used to establish endowed chairs, professorships, visiting professorships, and fellowships.

Other monies will go to an energy center, performing arts center, a continuing education center, and the library.

In addition, some of the funds will be used to buy needed equipment and to support faculty research efforts.

Following his presentation of the proposed funding drive, President Atchley responded to a number of questions about the campaign and then opened the floor to other questions, among them queries on who would decide whether Clemson would remain with the College Football Association if the NCAA voted to expel the colleges belonging to the former group, on the uses of the airplane being sought by Clemson, on the cutback on the number of fellowships for graduate students, on the amount of reduced funds for agriculture services, and on a golf course for the University.

II. Approval of Minutes:

The Senate approved the minutes of the meeting of August 25, 1981, after the addition of the words "which was passed" in the fourth line of fourth paragraph under Committee Reports.

III. Committee Reports:

A. Admissions and Scholarship:

In place of the necessarily absent Jim Kimbell, President Melsheimer reported that the Admissions and Scholarship Committee had various matters under consideration and would have business to report to the Senate next month.

B. Policy:

Senator Rollin reported that the Policy Committee had considered three recommendations for changes in University policy from the Faculty Manual Revision Committee.

The Senate voted to consider each recommendation separately. The first concerned Sabbatical leaves, the second, re-definitions of faculty ranks, the third, certain changes in tenure policy.

Discussion centered on the second and third recommendations. Two visiting faculty members, Arlene Plevin and Jeff Dezen, were allowed to speak on the second recommendation.
The Senate voted to make two changes in the report, the first concerning the definition of a lecturer, the second, the addition of a sentence to the first paragraph of page four. (See Attachment A for the report as revised.)

On a motion by Senator Bennett, the Senate agreed to add to the faculty ranks the positions of Research Associate (with professorial rank) and Research Associate (unranked). (See Attachment A.)

C. Research

Reporting for the Research Committee, Senator Ham said that the Committee met with Otis Nelson on September 15 to discuss University policy regarding admission of international graduate students. Nelson stated that he is implementing University policy made several years ago, about 1976. Part of the policy requires a J visa for international students receiving assistantships. Nelson suggested further discussion of the policy with Dean Arnold Schwartz.

The Committee also reviewed the proposed guidelines for thesis that were formulated by the Graduate Student Association. The Committee had no real problems with the guidelines but elected to present them to the Senate for comment before replying to the GSA.

The Senate approved a motion by Senator Huffman to form an Ad Hoc Committee on Graduate Admissions.

D. Welfare:

No report was given.

E. Ad Hoc Committees:

Senator Hood reported that the Ad Hoc Committee on the Abney Chair of Free Enterprise had completed its work. He remarked that the Committee did not get the name changed but did accomplish the acceptance of a policy concerning endowed chairs. (See Attachment B for a record of the Committee's actions.)

F. Commissions:

Senator Palmer reported that the Commission on Undergraduate Studies has received a report on the process of student evaluation of the faculty. The report will be forwarded to President Melsheimer.

IV. President's Report:

(See Attachment C for the full report.)

President Melsheimer announced that Senators Hood, Huffman, and Senn are at work on a report to list faculty priorities for funds made available by the Alumni Association.

V. Old Business:

None

VI. New Business:

None
VII. Adjournment:

The Senate adjourned at 5:47 p.m.

Respectfully submitted,

John L. Idol, Jr., Secretary
The Faculty Senate

JLIJr/1m

Enclosures

Senators Absent:
Cross, D. L.
Olive, E.
Fisher, J.
The Policy Committee received the following three recommendations for changes in University policy from the Faculty Manual Revision Committee and reviewed and emended them at its meeting of September 9th. The Faculty Manual Revision Committee concurring in the emendations, the Policy Committee seeks the approval of these recommendations by the Faculty Senate and their forwarding to the University Administration.

Recommendation 1: Suggested Change in Sabbatical Leave Policy

It is recommended that the first sentence in the section of the current Manual for Faculty Members pertaining to sabbatical leave (pp. 45-46) be revised as follows:

Sabbatical leave may be granted by the President of the University to any tenured faculty member who has completed at least six (6) years of full-time service with the University.

RATIONALE. The present policy restricts sabbatical leaves to tenured Professors and Associate Professors, thereby excluding tenured Assistant Professors and Librarians. This is not common practice in American higher education, as is suggested by the fact that, of ten other faculty manuals examined, only one (the University of South Carolina) had such a stipulation.

The present policy fails to take into account the likelihood that it is those at the Assistant Professor rank who may most benefit from such leaves. Usually younger faculty members, Assistant Professors are in the prime of their professional lives, most ready for professional growth and development, and possessing the energy and enthusiasm to maximize their investments in scholarship and research. At the same time, however, because they are junior faculty, they often carry more courses and more lower-division courses than their seniors. Thus opportunities to teach upper-division courses and the time to conduct related scholarship and research may be more limited during the same period in which they are expected to be highly productive in order to attain advancement in rank.

To deny such faculty the opportunity for professional development which sabbatical leave provides, therefore, does a disservice to junior faculty, but is also an impediment to the University's aim of excellence in its three-fold mission of teaching, research, and public service.

The present policy seems to assume that the sabbatical leave is a kind of reward — "in recognition of outstanding service and scholarly achievement in teaching, research, or extension." This is contrary to prevailing philosophy in higher education, where sabbatical leaves are perceived as instrumental to faculty professional development. (Even business and industry seem to be coming to this view.) If sabbatical leaves are to be seen as rewards at all, they are best seen as rewarding the University.
Recommendation 2: Suggestions for Re-Defining Certain Faculty Ranks

It is recommended that the following definitions of the ranks of Instructor, Lecturer, and Post-Doctoral Fellow replace/complement the relevant texts and references in the current Manual for Faculty Members (e.g., pp. 33, 34, 35, 47).

**Instructor.** Normally, the master's degree or equivalent is required, with preference given to those actively pursuing or possessing the terminal degree. Appointees should show promise for advancement to higher faculty ranks. Instructors not promoted by the end of their fourth (4th) year of full-time service may receive an appointment of one (1) additional year only. Instructor is not a tenurable rank, but four (4) years of service or less in that rank may be credited towards the tenure probationary period.

**Lecturers.** This rank is assigned to individuals with special teaching, research, and public service functions. Functions who do not meet the usual criteria for regular faculty rank cannot, therefore, attain advancement in rank. Lecturer is not a tenurable rank, and time spent in this rank at Clemson or elsewhere may not be credited towards the University's tenure probationary period.

**Post-Doctoral Fellow.** Normally, individuals appointed to these positions will have completed the terminal degree, and will be engaged in research and/or advanced specialized training under the direction of a regular faculty member for a limited time period. Post-Doctoral Fellows are not eligible for tenure, nor may time spent in this rank at Clemson or elsewhere be credited towards the University's tenure probationary period.
Research Associate (with professorial rank). These titles denote a temporary appointment of an individual for special research functions, typically in connection with externally funded research projects. The individuals appointed will have the general qualifications for regular faculty ranks, and the rank designator appended to the title (e.g., Research Associate/Assistant Professor) indicates the level of qualifications and experience of the appointee. The term of appointment will normally not exceed one year. Limited renewals may be effected, but this rank is appropriate only in cases of a temporary and brief association with the University.

Research Associate (unranked). This title is used for individuals who possess special skills or experience for research functions, but who do not have the usual qualifications for other faculty ranks.
RATIONALE. The ways in which the rank of Instructor is construed and assigned at Clemson are at variance with generally accepted practice in higher education. It is usually the case that this rank is assigned to beginning professionals, individuals who may lack the appropriate terminal degree but who are actively pursuing it. These are individuals who in other respects--instructional load, committee responsibilities, participation in departmental governance, etc.--are expected to perform in accordance with the same standards as more senior faculty. Even research and publication may be expected of them, though in some cases research and writing in connection with a thesis or dissertation may be regarded as acceptable substitutes.

Currently, these individuals, who are doing much the same work as faculty above them in rank (and sometimes more or better work) are disenfranchised: they are not always accorded full faculty status nor may their service be negotiated towards a reduction in their tenure probationary period. (Thus a tenure-track Instructor at another institution appointed to the Clemson faculty could receive credit for service as Instructor at the former institution but not at Clemson.)

The main reason for this deviation from the academic norm seems to be mainly a historical one: in the past certain individuals who could have been or should have been assigned the rank of Lecturer or Research Associate were assigned the rank of Instructor. These were individuals appointed to do specific and limited instructional or research tasks and no others (e.g., publication, committee work), who sometimes had completed a career outside academia, or who were content to perform far more limited tasks for the University than those expected of regular faculty. In some cases these were graduate students who would have more appropriately been titled Teaching Assistants or Research Assistants.

In addition, it might be pointed out that some Clemson colleges and departments have anticipated the proposed change (and thus rejected current practice) by according full faculty status to regular Instructors in their by-laws.

The provision that Instructors (as defined herein) be promoted by at least the end of their fourth year of full-time service or be terminated also is consistent with common practice. Behind this practice lies the assumption that an individual who has not attained the expected terminal degree within four years of service at Clemson is not likely to be one who will in the future raise the quality of the Clemson Faculty. To retain such individuals indefinitely at the rank of Instructor, then, does a disservice to the University, which in most cases will be able to appoint someone with more promise, but also to Instructors themselves by allowing them to be dilatory in their professional advancement.

Recommendation 3: For Certain Changes in Tenure Policy

It is recommended that present University policy be revised to allow for the possibility of negotiating a reduction in the tenure probationary period
by crediting prior relevant non-academic experience. To accomplish this end, the first paragraph of the current tenure policy (as released by the Provost) would be emended as follows (substantive changes indicated by underlining):

The probationary period for tenure-track faculty members shall not exceed seven (7) years. A faculty member's full-time tenure or tenure-track service at another institution of higher learning or relevant non-academic experience may be included within said seven-year period. In the case of individuals with more than three (3) years service at the rank of Instructor at Clemson or with more than three (3) years of prior tenure or tenure-track service at another academic institution(s), a probationary period of four (4) years or less may be mutually agreed upon in writing at the time of the initial Clemson appointment, even though an individual's total probationary period may thus be extended beyond the normal seven-year span. In the case of individuals with relevant non-academic experience, a probationary period of seven (7) years or less may be mutually agreed upon in writing at the time of the initial Clemson appointment.

RATIONALE. Clemson's present policy on the issue of candidates with relevant non-academic experience, reaffirmed through Senate action though it recently was, is also out of step with widely accepted practice in American higher education. Examples abound of distinguished public servants, artists, leaders of business and industry, and scientists being granted full faculty status by some of the most prestigious universities in the country. Such acquisitions are rightly regarded as triumphs by the appointing institutions. Seen in this light, Clemson's policy hinders the University in its efforts to recruit the most distinguished faculty possible.

Furthermore, the present policy is inconsistent with the principles (which the policy itself embodies) that distinguished achievement prior to appointment to Clemson may warrant the reduction or even the elimination of probationary status. It surely cannot be argued that the only possible mode of distinction is through academic achievement.
It should be kept in mind that the proposed policy change is not without safeguards—credit toward the reduction of probationary status for non-academic experience, like credit for prior academic experience, can only be granted through a department's established peer review process. In the case of prospective teachers with distinguished non-academic service— their "track records" in research, creativity, public service, etc. being already well-documented—the peer review unit need focus mainly on how effective a teacher the individual is likely to be and on how long it should take to be able to make a final determination concerning this question.

In sum, the main thrust behind this proposed change is the desirability of raising the quality of the Clemson Faculty as much as possible as expeditiously as possible. And it is further assumed that in order to do so the University cannot afford to operate as if the individuals best qualified to do so are only to be found in academia.

Respectfully submitted,
for the Policy Committee,

Roger B. Rollin
Chairperson
MEMORANDUM

TO: Dr. Stephen S. Melshiemer
President of the Faculty Senate

FROM: W. David Maxwell, Provost

SUBJECT: Abney Chair of Free Enterprise

Dr. Clarence Hood has requested that I send information, through you, relative to the appointment of the Abney Chair Search Committee so that he can close out the records of his ad hoc committee. I am listing below the sequence of events in this regard and am also attaching relevant correspondence:

July 17, 1981 -- The Clemson University Board of Trustees approved the new "Policy on Endowed Chairs and Titled Professorships" which states in part: "The majority of each such committee will be comprised of faculty members from the department to which the chair or titled professorship is assigned and will be selected by the faculty of that department. At least one faculty member from a related discipline in another college will be appointed to the committee by the Provost."

July 13, 1981 -- Dr. Maxwell (in anticipation that the above-named policy would be approved) wrote to Dean Amacher and asked that the Search Committee be selected by the departmental faculty.

July 17, 1981 -- Dean Amacher asked Dr. Cottle to have his department elect four or six members to serve on this committee.

August 18, 1981 -- The Economics faculty met and elected six members to serve: Bruce Yandle, Hugh Macaulay, Dudley Blair, Russell Shannon, Holley Ulbrich, and Ben Hawkins.

August 24, 1981 -- Dean Amacher notified Provost Maxwell of those elected.

August 26, 1981 -- Provost Maxwell asked Dr. J. C. Hite to serve (as the member from a related area).

August 31, 1981 -- The committee held its first meeting and elected Russell Shannon as Chairperson.

WDM:ak
Attachments
Policy on Endowed Chairs and Titled Professorships

For the purposes of this policy, endowed chairs refer to named professorships which are wholly or primarily funded by the income from an endowment. Titled professorships entail a praenomen and a salary supplement which may be provided from endowment income or from annual grants to the University.

Selection

Those appointed to endowed chairs and titled professorships must be selected by members of the academic community. Because of the University-wide importance of these positions, there must be representation from colleges other than that in which the chair or titled professorship resides, in selecting the faculty members for these distinguished appointments.

The search and screening committee for the Alumni Professorships shall consist of the academic deans, chaired by the senior academic dean (in terms of service at Clemson University as an academic dean). This ad hoc committee will nominate at least two candidates for each vacant Alumni Professorship and forward its recommendations to the Provost. The Provost will recommend each appointment, and forward these recommendations and the slate of nominees to the President. If the President so directs, the Provost will ask the committee for additional nominations.

For all other endowed chairs and titled professorships the search and screening committees will have compositions that are approved by the Provost. The majority of each such committee will be comprised of faculty members from the department to which the chair or titled professorship is assigned and will be selected by the faculty of that department. At least one faculty member from a related discipline in another college will be appointed to the committee by the Provost. Administrators in the line of appointment will not serve on the search committee. This ad hoc committee will nominate a slate of candidates and forward its recommendations to the department head. The department head will recommend the appointment, and forward this recommendation along with the slate of nominees for review and approval by the Dean, the Provost, and the President. If the President so directs, the Provost will ask the committee for additional nominations.

Rank and Tenure Status

The rank and tenure status of those appointed to endowed chairs or titled professorships will be determined by the applicable rules, regulations, policies, and practices governing all appointments to the faculty of Clemson University.

Conditions of Award

The University community as a whole has a vested and vital interest in the academic contributions of holders of endowed chairs and titled professorships.
Policy on Endowed Chairs and Titled Professorships

Consequently, while appointments to such chairs and titled professorships shall be for an indefinite period, and while the performance of the holders of such appointments will be subject to the normal reviews of performance to which all faculty members are subject, a special review of the performance of these particular faculty members may be conducted, if the conditions stated at the time of award so stipulate. A review may be initiated by the Dean of the College if requested by both the Departmental Advisory Committee and the Department Head. In the case of endowed chairs, the conditions of award may provide for reviews at periodic intervals if mutually agreed in writing at the time of award.

For such reviews the Provost will ensure that a committee, composed in the same manner as the search and screening committee that made the initial selection of the holder, evaluates the performance of the holder of the chair or titled professorship. Recommendations of this committee for removal will follow the path of those of the initial search and screening committee. Should these recommendations result in a decision by the President to remove the incumbent from the chair or titled professorship, such a decision will not affect the tenure status or basic professorial rank of the incumbent.

THIS POLICY IS EFFECTIVE IMMEDIATELY UPON FAVORABLE ACTION BY THE BOARD OF TRUSTEES OF CLEMSON UNIVERSITY. (Approved on July 17, 1981)
1. The draft Faculty Constitution has been distributed to all faculty members, and the following schedule of forums for faculty review has been set:

- Sept. 24, 1981 1:25 p.m. Daniel Aud. Liberal Arts/Education/Library
- Sept. 24, 1981 4:00 p.m. Earle Aud. Engineering/Architecture
- Sept. 25, 1981 4:00 p.m. 101 Kinard Sciences/Nursing
- Sept. 29, 1981 3:30 p.m. P&AS Aud. Agriculture/F&RR
- Oct. 1, 1981 1:25 p.m. Sirrine Aud. IM&TS

While the meeting locations and time have been scheduled for the convenience of the colleges indicated, any faculty member who cannot make the meeting for his college is invited to attend any of the others.

2. President's Council, August 28, 1981

- Vice President Barnette briefed the Council on the effects of the $3 million budget shortfall. These include larger class sizes, travel cuts, personnel cuts, and WEPR funding cut.
- Vice Provost Schwartz reported that about 50 students enrolled in the Greenville program. Two courses were cancelled. indications are that a large number of prospective students enrolled at Greenville TEC to satisfy prerequisites.
- Fall enrollment is about 11,200

* A position paper proposing a general education requirement was approved by the Deans. It will be given to Admissions and Scholarships for review, and each college faculty will review before adoption is considered.

* A position paper on research incentives was approved by the Deans. I will forward this to Research for review.

* A position paper on consulting was approved by the Deans. Research has this under review.

* A Faculty Workload Analysis system was approved by the Deans. This has only minor variances from the Senate approved document.

Respectfully submitted,

[Signature]

Stephen S. Melsheimer
President, Faculty Senate
Addendum to President's Report (9/22/81)

4. The Senate Report on Academic Regulations adopted at the August 25 meeting has been forwarded to the Commission on Undergraduate Studies. A copy of the final version is appended (Attachment B).

5. Board of Trustees, Sept. 18, 1981

* Mr. P. W. McAlister was elected Vice-Chairman

* President Atchley gave a preliminary outline of the effect of the budget cuts to be made this year.

- $1.135M in Public Service, including 41 extension positions, $94K in the meat inspection program, and the annual extension conference

- $3.661M in E & G including $210K in graduate assistants, $889K in supplies, and $2.3M in equipment.

* IPTAY income was reported to exceed $3 million this year. Alumni Fund income is hoped to reach $2 million.


* The Deans gave final approval to a General Education proposal. This is now to be forwarded to all Collegiate curriculum committees for review, with replies expected within the next month. I will ask the Admissions and Scholarship Committee to review and report to the Senate at the October meeting.

* The Deans reviewed the Academic Regulations Reports of the University Ad Hoc Committee and of the Faculty Senate. The Deans endorsed the revision of our academic regulations. On points where the Senate and the Ad Hoc Committee differed:

- The Deans endorsed the 2.0 requirement proposed by the Senate for good academic standing.

- The Ad Hoc Committee mandate for no exemptions was endorsed.

- The Senate position in opposition to the comprehensive final exam policy was endorsed.

In addition, the Deans recommended:

- The readmission policy should require a semester to elapse between appeals, and academic renewal after two years.

- The student load limit should be 21 hours, or 15 hours if on probation.
The Faculty Senate has, through its Admissions and Scholarship Committee, reviewed the undergraduate portion of the Report of the University Ad Hoc Committee on Academic Regulations. The following Senate recommendations, adopted at the August 25 meeting, are keyed to the sections in the University Ad Hoc Committee Report.

I. Higher Standards for Remaining Enrolled. The Senate recommends that a minimum cumulative GPR of 2.00 be required of all students to maintain good academic standing. The Senate finds no virtue in deluding a freshman or sophomore with the thought that anything less is satisfactory. The two semester (24 hours attempted) grace period provided in Section II provides ample opportunity for students to make-up a deficiency. Appendix A, Section I of this report presents the text that reflects the above recommendation.

II. New Procedures for Academic Probation. The Senate agrees with the intent of the Committee Report. However, the Senate recommends that Appendix A, Section II be substituted for all of Section II in the Ad Hoc Committee report.

III. Readmission After Dismissal. The Senate concurs with the Ad Hoc Committee recommendation.

IV. Withdrawal Policy (Drop Date). The Senate concurs.

V. Student Loads. The Senate concurs.

VI. Incompletes. The Senate concurs.

VII. Transfer Credit. The Senate concurs.

VIII. Credit by Exemption. The Senate recommends the wording be as follows: NO LETTER GRADE OR GRADE POINTS SHALL BE ASSIGNED FOR ANY COURSE IN WHICH THE STUDENT HAS RECEIVED CREDIT BY EXEMPTION.

IX. 300-400-Level Courses. The Senate concurs with the Ad Hoc Committee.
X. Course Substitution. The Senate concurs.

XI. Re-examinations. The Senate recommends that all statements in university publications regarding re-examinations be deleted.

XII. Prerequisites. The Senate concurs.

XIII. Exemption from Final Examinations. The Senate opposes the proposed prohibition on exemptions from final exams.

XIV. Comprehensive Final Examinations. The Senate is opposed to specifying the nature of final exams.

XV. Scheduling of Final Examinations. The Senate concurs.

XVI. The Week Before Finals (Dead Week). The Senate concurs, but suggests the wording be: NO EXAMINATIONS MAY BE SCHEDULED FOR THE WEEK BEFORE FINALS EXCEPT IN THE LABORATORY PORTIONS OF LECTURE/LABORATORY COURSES.

XVII. Student Grade Reports. The Senate concurs.
APPENDIX A

I. REQUIREMENTS FOR MAINTAINING GOOD ACADEMIC STANDING

A. During the regular academic year all undergraduate records are reviewed for quality at the end of the fall and spring semesters. The records of students attending one or both of the summer sessions will be inspected at the end of the second summer term.

B. The requirement for maintaining good academic standing is maintenance of a 2.0 cumulative grade point ratio (GPR).

C. Any student who fails to maintain the minimum required cumulative GPR will be placed on academic probation.

II. ACADEMIC PROBATION

A. In the event that a student is placed on academic probation, notification to that effect will appear on the grade report for that term in which the student's academic deficiency occurred.

B. Any student who is placed on academic probation must make up the deficiency in his or her cumulative GPR and return to good academic standing within the next 24 semester hours attempted.* The student who corrects his or her cumulative GPR deficiency within the 24 semester-hour period will be removed from academic probation, and notice of clearance will appear on the grade report for the academic term in which the student returned to good standing. Failure to remove oneself from probation within the 24 semester-hour limit will result in dismissal from the university, and notice of dismissal for reasons of academic ineligibility will be entered into the student's grade report and permanent record.

* Interpretation: Any student on probation must become cleared from probation no later than the end of the academic term in which the 24 semester-hour limit has been equaled or surpassed.
MINUTES OF THE FACULTY SENATE

October 20, 1981

I. Call to Order:
President Stephen Melsheimer called the meeting to order at 3:31 p.m. and recognized the presence of Deans Amacher and Waller and Dr. Corinne Sawyer.

II. Approval of Minutes:
President Melsheimer suggested that the final seven pages of Attachment B be removed inasmuch as they had no direct bearing on Senate business. A sentence on page two (III.C.) was changed to read as follows: The Senate approved a motion by Senator Huffman to form an Ad Hoc Committee on Graduate Admissions. A correction was made concerning Senator Palmer's report on the Commission on Undergraduate Studies.
These corrections having been made, the minutes of the meeting of September 22 were approved.

III. Committee Reports:
A. Admissions and Scholarship:
Senator Kimbell, reporting on recent study of the General Education Plan from the Dean's Council, moved that the comments of the Admissions and Scholarship Committee be adopted by the Senate. During the ensuing discussion, Senator Rollin asked about the origin and disposition of the proposal. Senator Kline expressed the concern that too little time was being allowed for discussion of the plan by departmental and collegiate curriculum committees. Senator Fisher wondered whether the concept of general education should be considered and voted on by the faculty.

Granted permission to give a brief history of the plan for general education, Dean Waller said that the present plan was at least three years old and was a distillation of a committee's report.

William Baron then asked to be allowed to speak as a concerned faculty member. He, too, wondered what the disposition of the plan would be. He said that he had served on a committee when the idea of a general education was broached. Expressing the belief that not enough study had been made of the idea, he handed out a plan of his own for Senate consideration. (See Attachment A.)

A motion was then made that a statement by the Senate be substituted for the report recommended by the Admissions and Scholarship Committee. The motion carried.

Then on a motion by Senator Palmer, the Senate voted to replace the Committee's report with the following statement: The Faculty Senate recommends that no further action be taken by administrative authorities until careful consideration can be given by departmental and collegiate curriculum committees and by the Undergraduate Curriculum
Committee. The motion carried.

B. Policy:
Senator Rollin reported that a penultimate or, perhaps, final review of the Faculty Constitution was being made. He added that his committee would meet next week to study the Policy section of the Faculty Manual.

C. Research:
Giving a report for the Research Committee, Senator Fisher said that a meeting with Dean Arnold E. Schwartz had revealed that Clemson was committed to complying with federal legal requirements in dealing with the visas of international students. The J visa rather than the F visa is the one the Graduate School has traditionally preferred to use. The Graduate School is willing to work with the faculty on special cases. The Commission on Graduate Studies is forming a committee to study the admission of international students.

Senator Fisher then made a motion to have the Senate adopt the Research Committee's report on the University Ad Hoc Committee Report on Graduate School Regulations.

Following discussion, the Senate voted to modify the Research Committee Report by adding the recommendation that item I.C. of the Ad Hoc Committee Report, "at least eighteen semester hours must be earned after the GS-2 form for the Master's degree has been accepted and approved," be deleted.

The Senate also voted to modify the Research Committee Report to recommend that item I.A. be changed to "No residence requirement applies to Master's degrees." Item I.B. on Ph.D. residence would be left as stated by the Ad Hoc Committee.

After voting on the deletions just cited, the Senate voted to adopt the Research Committee's report as modified. (See Attachment B for the full report.)

D. Welfare:
Senator Quisenberry reported that the Welfare Committee would meet next week to consider the question of a child-care facility at Clemson.

E. Commissions and Ad Hoc Committees:
Senator Huffman reported that the investigation made into funding supplied by the Clemson Alumni National Council had led to the following facts: Funds from that source are used to support scholarships (Poole and Alumni), a Visiting Alumni Professor, the Alumni Professorships, and the Alumni Master Teacher Award.

The Committee suggested that funds might be better used if the Visiting Alumni Professor position could be dropped and the money used instead to support Faculty development. Additional fellowships would be nice to have also. Finally, the Master Teacher Award might be rotated from college to college.
As Senate representative to the Honors Program Committee, Senator Quisenberry introduced Dr. Corinne Sawyer, Chair of the Honors Program. The purpose of her visit was to answer questions about recent announcements concerning Calhoun College, the new title bestowed on the honors program at Clemson, the higher grade-point ratio (3.4 instead of 3.0) to participate in the program, and special housing arrangement for participants.

The name of the program, she explained came from a committee headed by former Senator James Maxwell. The grade average evolved, more or less, to correspond to the academic requirement to graduate *cum laude*, and the special housing under question came as a result of requests by students seeking living quarters more suitable for serious study.

In response to the question about the lack of information about these matters on the part of the faculty, she explained that she had thought a meeting with former Senators Stassen Thompson and Alan Grubb would be the means by which the Senate would be informed. She also said that members of the Honors Program Committee were expected to report.

Senator Quisenberry at this point acknowledged that he had failed to keep the Senate fully posted.

In consequence of Professor Sawyer's remarks, President Melsheimer reminded all senators sitting on commissions to keep the Senate abreast. This reminder brought brief reports on the University's life insurance package, the cooperative program, the study of summer school plans and policies, and the selection of students for *Who's Who*.

IV. President's Report:
(See Attachment C for the full report.)

V. Old Business:
There was no old business.

VI. New Business:

Acting for the Admissions and Scholarship Committee, Senator Kimbell proposed the adoption of two resolutions on class schedules, FS 81-10-1 and FS 81-10-2. Reid Tribble spoke in opposition to both resolutions as a representative of the Student Senate. Both resolutions carried, the second one unanimously.

A friendly amendment by Senator Rollin was incorporated as the fourth clause in FS 81-10-1. The two resolutions are attached.

President Melsheimer then informed the Senate that no one from the Senate had been named to the Computer Advisory Commission. He asked for Senate approval to allow the nomination of a Senate representative to be brought to the floor for action as an item of new business. A motion to permit the matter to come before the Senate carried.

Senator John Fisher was elected to fill the post.
VII. Adjournment:
The Senate adjourned at 5:30 p.m.

Respectfully submitted,

John L. Idol, Jr., Secretary
The Faculty Senate

Senators absent:
H. Harris
L. Blanton
J. Bennett
M. Dixon
M. Bishop

JLIJr/1m
Attachments
3. The Ad Hoc Committee on Graduate School Admissions has been appointed as follows:

   John Huffman (Chairman)
   John Dick
   John Bennett
   Ed Olive
   Mike Vatalaro


   *The Deans are still reviewing proposals for a consulting policy. The Research Committee is being kept informed of their deliberations.

   *The Deans reviewed a summary of the University Ad Hoc Committee, Faculty Senate, and Dean's Council positions on Academic Regulations, and reaffirmed their position which is largely concurrent with the Faculty Senate.

   *The Deans reviewed the latest draft of the Faculty Constitution, and suggested one clarification in wording.


   *The NCAA/CFA situation, and the proposals to be placed before the NCAA Special Convention in December, were reviewed. At an earlier meeting the Athletic Council voted to support the CFA position that the major football colleges should have a substantially self-governing organization, within NCAA if possible.
October 13, 1981

PRESIDENT'S REPORT

1. The faculty forums held in the various colleges to discuss the proposed constitution produced a number of comments and suggestions that were forwarded to the Policy Committee. Dr. Maxwell has also reviewed the document, and forwarded comments to the Policy Committee. The Policy Committee has reviewed these comments, and produced a revised document that will be distributed to the Senate either at the October meeting or shortly thereafter. Senate action on the Constitution is planned for the November 17, 1981 meeting. Please carefully review the Constitution and be prepared to act at that meeting.


* Final position on consulting policy still not reached by Deans.
* Deans were advised to prioritize equipment expenditures for use if funds become available.
* Accreditation visit went well.
* A position paper on admissions policy is being developed.

Respectfully Submitted,

Stephen S. Melsheimer
President

SSM/nhs
9. Page 33, paragraph 3, sentence 5, delete "field courses."

10. Page 36, lines 9 and 10, delete ". . . and the chairman of the advisory committee."

11. Page 38, delete all references to fees and add sentence that refers student to a page that lists cost and could be updated yearly without extensive rewriting.

12. Page 37 under Time Limit, line 4 to read: "When recommended by the advisory committee and approved by . . . ."

13. Page 38, paragraph 2, line 8 to read: "Members of the Faculty are invited to attend the examination as well as members of the Graduate Curriculum Committee and the Graduate Dean."

14. Page 38, paragraph 2, line 15, delete everything after "advisory committee." Retain last sentence however.
C. FINAL DOCTORAL ORAL DEFENSE. A STUDENT WHO FAILS A FINAL ORAL DEFENSE MAY BE ALLOWED A SECOND OPPORTUNITY IN A SUBSEQUENT SEMESTER ONLY WITH THE RECOMMENDATION OF THE ADVISORY COMMITTEE. FAILURE OF THE SECOND EXAMINATION WILL RESULT IN DISMISSAL FROM THE GRADUATE SCHOOL.

H. THE USE OF 600-LEVEL COURSES IN THE MASTER'S LEVEL PLAN OF STUDY SHOULD BE EXAMINED BY THE COMMISSION ON GRADUATE STUDIES AND RESEARCH.

II. Editorial Changes for Inclusion in the 1981-1982 Graduate School Announcements

The following items are recommended by the Committee for immediate implementation since they appear to be of such nature as to require no prolonged study by other groups. For the most part, they represent changes resulting from: (a) the new role of the faculty in curriculum matters; (b) the organizational restructuring of The Graduate School; (c) action by the former Educational Council; and (d) attempts to remove ambiguities or redundancies.

1. Page 13, paragraph 6, add: "chemistry and physics libraries."

2. Page 31, line 2 to read: "This committee is selected by the student and approved by the department head."

3. Page 32, immediately under Academic Standards, to read:
   Most graduate courses are graded on an A-B-C-F scale. Thesis and dissertation research and several other courses are graded on a "pass-fail" basis. These courses are not included in the academic average; however, the grade is placed on the student’s permanent record. Only credit hours for which a grade of pass is achieved will apply toward the number of credit hours required for the degree. The accumulation of grades of "pass" in thesis or dissertation research does not imply completion of the research but indicates satisfactory progress only.

4. Page 33, line 12, insert: "Normally, only one request . . . ."
   Also strike reference to dean of college.

5. Page 33, line 22, to read: "... any other course except GS-790 for the purpose . . . ."

6. Page 34 under Auditing by Graduate Students, delete the sentence which reads, "audited courses do not count against . . . ."

7. Page 35 under Acceptance of Transfer Credit, ask that an accredited institution be clearly defined for U.S. institutions.

3. Page 35, paragraph 2, second and third sentences—delete "and the Graduate School."
RECOMMENDATIONS REGARDING GRADUATE SCHOOL REGULATIONS

This report will consist of two parts. Part I will consist of recommendations that require consideration by the appropriate commissions and Part II will consist of minor suggestions that are for the purpose of clarifying existing regulations.

I. Recommendations requiring additional consideration

A. TO RECEIVE THE MASTER OF SCIENCE OR MASTER OF ARTS DEGREE, THE STUDENT MUST COMPLETE AT LEAST FIFTEEN SEMESTER HOURS OF GRADUATE CREDIT ON THE CLEMSON UNIVERSITY CAMPUS DURING A TWELVE MONTH PERIOD. THERE ARE NO RESIDENCE REQUIREMENTS FOR PROFESSIONAL DEGREES.

B. TO RECEIVE THE DOCTORATE OF PHILOSOPHY DEGREE THE STUDENT MUST COMPLETE AT LEAST FIFTEEN SEMESTER HOURS OF GRADUATE CREDIT ON THE CLEMSON UNIVERSITY CAMPUS IN A CONTINUOUS TWELVE MONTH PERIOD OF TIME.

C. AT LEAST EIGHTEEN SEMESTER HOURS MUST BE EARNED AFTER THE GS2 FORM FOR THE MASTER'S DEGREE HAS BEEN ACCEPTED AND APPROVED.

COMMENTARY: The intent of this recommendation is to provide the student with an incentive to meet and plan the program with his committee at an early date. It is the Committee's belief that this would help prevent students from taking courses that they might not need.

D. CERTAIN DOCTORAL PROGRAMS INCLUDE FOREIGN LANGUAGE REQUIREMENTS. LANGUAGES ACCEPTED BY ALL PROGRAMS ARE FRENCH AND GERMAN. USE OF OTHER LANGUAGES MAY BE APPROVED PROVIDED THE LANGUAGE IS NOT NATIVE TO THE STUDENT AND A PROPER TESTING PROCEDURE CAN BE ESTABLISHED.

COMMENTARY: The intent is to allow the student to use any language that is not native to the student as part of the language requirement.

E. OPTION TWO FOR MEETING THE LANGUAGE REQUIREMENT SHOULD BE ELIMINATED.

COMMENTARY: It is not deemed appropriate or sufficiently rigorous that a language taken at an undergraduate level be used as a means of meeting the language requirement.

F. COMMAND IN DEPTH OF A SINGLE APPROVED LANGUAGE IS EVIDENCED BY A SCORE ABOVE THE 60TH PERCENTILE ON THE GSFLT. COMMAND IN DEPTH MAY ALSO BE EVIDENCED BY SUPERIOR PERFORMANCE IN THE 151-152 SEQUENCE OFFERED BY THE LANGUAGE DEPARTMENT. THE LOCALLY PREPARED TRANSLATION EXAM MAY NOT BE USED FOR THIS PURPOSE.
The wording should remain as it currently exists in The Graduate School Announcements with the exception that the Graduate Council should be changed to the Graduate Curriculum Committee.

II. 14.

Same recommendation and comment as I. G.

The committee had no recommendations concerning the other sections of the report.

D. L. Ham, Chairman, FS Research Committee
M. Bishop
J. Fisher
L. Hudson
P. Kline
The Research Committee has reviewed the University Ad Hoc Committee Report on Graduate School Regulations and offers the following recommendations and comments which are keyed to the appropriate sections of that report:

I. A. and B. The wording concerning the twelve-month residency period should be consistent in both sections.

I. D. In sentence 3, delete: "THE LANGUAGE IS NOT NATIVE TO THE STUDENT AND." The committee felt that there is no reason that the native language of an international student should not be used if it were appropriate and approved by the department.

I. G. In line 2, delete: "IN A SUBSEQUENT SEMESTER ONLY." The advisory committee should determine when a second examination period is appropriate. Time between examinations should not depend on arbitrary units such as semesters. Also, how is the student's right of appeal regarding a second examination ensured if only the advisory committee can recommend a second examination? This should be stated.

I. H. The use of 600-level courses in the master's level plan of study is appropriate and often necessary in maintaining a viable graduate program.

II. 2. Change the sentence to read: "This committee is selected by the student and major advisor and approved by the department head.

II. 9. The committee did not know what a "field course" was. Would deleting the term clarify the sentence or suggest that credit should be given for a "field course?" An explanation is needed.
OBJECTIVE: To provide a broad educational experience so that the person holding a baccalaureate degree from Clemson University will be capable of assuming a position of leadership and responsibility in our society. Specifically:

1) To provide fundamental skills;
2) To provide a basic understanding of significant issues in our society.

REQUIREMENTS: Each student receiving a baccalaureate degree from Clemson University will be required to complete not less than 48 credits in general education.

The following specific minimum requirements will be met by all undergraduates:

A. English Composition 6 hours
B. Literature or Fine Arts 6 hours
C. Political Science
   1. Political Systems 3 hours
   2. Local Political and Judicial Systems 3 hours
D. Economics
   1. Economic Concepts 3 hours
   2. Consumer Economics 3 hours
E. Social Science
   \[\text{Social Structures and Behavior} \quad 3 \text{ hours}\]
F. Mathematics 6 hours
G. Science 6 hours
H. Computer Systems 3 hours
I. Technology
   \[\text{Agriculture} \quad 6 \text{ hours}\]
   \[\text{Engineering} \quad 6 \text{ hours}\]
   \[\text{Nursing} \quad 48 \text{ hours}\]

It shall be further required that students within a given degree program may not meet the general education requirements with courses given by their own college. Thus, students will be required to substitute courses from outside their college for courses offered by their college and listed as general education requirements.

October 20, 1981
RESOLUTION ON CLASS MEETINGS ON THE HOUR AND HALF-HOUR

WHEREAS, ten (10) minutes between classes is deemed to be ample time by colleges and universities in general;

WHEREAS, meeting on the hour and the half-hour provides a desired continuity for both faculty and students; THEREFORE BE IT RESOLVED, that should the MWF - TTh class schedule be implemented, the Faculty Senate request the University administration to implement said schedule with MWF classes meeting on the hour and TTh classes meeting on the hour and half-hour.
RESOLUTION ON MWF-TTH CLASS SCHEDULE

WHEREAS, a MWF and TTh class schedule would provide for at least two nights of preparation time for all class meetings for both students and faculty; and

WHEREAS, said schedule would provide for the possibility of accommodating commuting and part-time students with a two or three day schedule; and

WHEREAS, said schedule would provide a very desirable pattern consistency to classroom meetings;

WHEREAS, said schedule would facilitate the arranging of student conferences, committee meetings, and like activities; and

WHEREAS, said schedule would make available 75 minute periods (TTh) that are desired by many faculty - especially for some upper level courses; and

WHEREAS, academic justification for the present system does not appear to warrant its continuation; THEREFORE BE IT

RESOLVED, that the Faculty Senate requests the University administration immediately begin to implement a MWF - TTH class schedule.