MINUTES
FACULTY SENATE
January 9, 1996

1. Class of '39 Award for Excellence. Francis A. McGuire, Professor of Parks, Recreation & Tourism Management and this year's recipient, was honored at a ceremony during which congratulatory remarks were given by Provost J. Charles Jennett, Dr. T. L. Senn of the Class of '39, and Faculty Senate President Ashby B. Bodine, II.

2. Call to Order. President Bodine called the meeting to order at 3:58 p.m.

3. Approval of Minutes. The Faculty Senate Minutes of December 12, 1995 were approved as distributed.

4. Senior Vice Provost Jerome V. Reel, Jr. was introduced by President Bodine. Dr. Reel explained the process of summer school class cancellations in response to questions and concerns of members of the Faculty Senate. Alan Godfrey, Budget Director, offered summer school revenue information and reasons for changing the policy of decision-making regarding summer school class cancellations.

5. Committee Reports

a. Committee Reports

Finance Committee. Senator Roger K. Doost noted that this Committee had worked with the Welfare Committee on the issues of summer school class cancellations and the Faculty Workload Database System, and is now working on the supply and travel accounts for the University.

Policy Committee. No report.

Research Committee. Senator Gary Powell stated that thirty-one (31%) percent of the research questionnaires have been returned; that a few more will soon be mailed to select groups; and that the Committee will begin work on the results within a few days.

Scholastic Policies Committee. No report.

Welfare Committee. Senator Kathy Neal Headley reported that this Committee had met and submitted the Welfare Committee Report (Attachment A).

b. University Commissions and Committees

1) Parking Advisory Committee - Senator Kenneth Murr stated that he has not heard anything about this Committee, and noted that faculty had given up many parking spaces to the Clemson Area Transit (CAT) bus system for passenger loading.

2) Conference on Faculty Senate Chairs - Vice President Ron Thurston reported that this group had met with the Commission on Higher Education, and that it was the first time that the majority of major universities was able to speak with the CHE about problems and concerns including: problems facing higher education in the state of South Carolina;
economic development in South Carolina; tenure and academic freedom and importance of these tenents; relationship between research and teaching; and state funding of higher education in South Carolina relative to neighboring states. A transcript is available from Vice President Thurston.

3) Athletic Council - Senator Pat Smith noted that the Bylaws have been rewritten and will be submitted soon for approval; and reported the loss by Clemson at the Gator Bowl.

6. President's Report. President Bodine reported that:
(1) the report from the Committee on Academic Governance will be distributed shortly;
(2) the slate of officers for the offices of Vice President/President-Elect and Secretary of the Faculty Senate will be developed by the Advisory Committee; and
(3) the solvency of the State Retirement System is in question, and that he will inform the Senate of any developments.

7. Old Business (None)

8. New Business
   a. Elections to the Grievance Board were held by secret ballot. Professors Kerry Brooks, Jim Davis, and Frank Tainter were elected to serve. Representatives from the Colleges of Health, Education and Human Development and Engineering and Sciences will be elected at a later date. Nominations may be made to the Faculty Senate Office.

   b. Senator Headley submitted the Resolution on the Faculty Workload Database System for approval. Much discussion followed during which several amendments were offered and individually accepted or rejected by a Faculty Senate vote. Vote to accept amended resolution was taken and passed (FS96-1-1 P) (Attachment B).

   c. The Resolution on Summer School Teaching was submitted by Senator Headley. Following discussion during which a motion to strike passed and a friendly amendment was accepted, vote to accept amended resolution was taken and failed (Attachment C).

   d. Vice President Thurston reported that due to the hazardous weather, the Draft Report of the Select Committee on Tenure has not received final approval from committee members. Copies of the Report will be mailed to the Faculty Senate for comments to be received before January 25th.

9. Adjournment. President Bodine adjourned the meeting at 6:13 p.m.

Roger C. Doost, Secretary
Cathy Toth Sturkie, Administrative Assistant

Absent: T. Jenkins (B. Kunkel for), S. Lewis, S. Barbary, S. Amirkhanian, M. Dixon, E. Makram, G. Bautista, J. Bednar, B. Stephens, P. Smart, M. Cooper, B. Hare (W. Adams for)
Faculty Senate Welfare Committee  
December 19, 1995

Attending:  
Gloria Bautista; Roger Doost; Kathy Neal Headley, Chair;  
Richard Poling; Frank Tainter

1. Faculty Workload Database System - a resolution is attached.

2. Salary Information - an additional report of the salary information has been requested.

3. Parking - a more specific explanation of the Parking Services budget will be requested.

4. Summer School - a resolution is attached.

Next meeting: January 16, 1996 at 3:30pm, Tillman 102
RESOLUTION ON THE FACULTY WORKLOAD DATABASE SYSTEM

Whereas, The proposed Faculty Workload Database System is totally input-oriented (the number of minutes and hours spent on each specific activity); and

Whereas, Input orientation is in no way suitable for accountability of faculty tasks; and

Whereas, The faculty, in general, agrees that accountability is important in terms of faculty output (classes taught, research accomplished, and services provided); and

Whereas, The faculty also agrees that accountability in terms of output should also be complemented with an outcome orientation to make it more meaningful;

Resolved, The Faculty Senate strongly recommends discarding the proposed Faculty Workload Database System; and

Be It Further Resolved, That the Faculty Senate President appoint a faculty committee to work with the Provost and the President to develop an appropriate workload database.

This resolution was passed by the Faculty Senate on January 9, 1996.
RESOLUTION ON SUMMER SCHOOL TEACHING

Whereas, A number of classes with enrollments of ten (10) to fifteen (15) students were canceled last summer; and

Whereas, such class cancellations are to the detriment of students, the faculty, and this institution because:

a) Students who have their classes canceled may be put in a very difficult financial situation, and

b) Parents who see that their children have to idly stand by due to course cancellations become justifiably upset, and

c) Faculty who were planning on teaching summer school courses will not be able to quickly find alternative employment,

d) Clemson University’s reputation will suffer as students cannot trust our scheduling and planning process, and

e) Clemson University will suffer the loss of marginal revenue to be applied to summer school expenses that remain the same regardless of summer school classes, and

f) Revenue will be lost from food services, housing, and other money-generating sources; and

Whereas, The accounting of twenty (20%) percent for faculty benefits and twenty-six (26%) percent for overhead appears to be arbitrarily determined;

Resolved, That the Faculty Senate requests that the Provost institute measures so that classes which pay for faculty salaries and true fringe benefits are not canceled.

This resolution was defeated at the January 9, 1996 Faculty Senate Meeting.
1. **Call to Order.** President Bodine called the meeting to order at 3:31 p.m.

2. **Approval of Minutes.** The Faculty Senate Minutes of January 9, 1996 were approved as written.

3. **Announcements and Presentation of Slate of Officers.**
   a. President Bodine announced that and offered congratulations to Professors Marvin Dixon and Helene Riley upon their being named as Alumni Distinguished Professors.
   
   b. The Slate of Officers from the Faculty Senate Advisory Committee was presented by President Bodine:
      
      Vice President/President-Elect: Fran McGuire (Health, Education & Human Development)
      Pat Smart (Health, Education & Human Development)
      
      Secretary: Kathy Neal Headley (Health, Education & Human Development)
      Kenneth Murr (Library)
      
      The floor was opened for additional nominations. There being none, motion was made and seconded to close nominations. Vote to close nominations was taken and passed.
      
      c. **Oral Statements from Nominees** - Oral statements were presented to the Senate by each candidate seeking the office of Vice President/President-Elect.

4. **Special Order of the Day** - Ron Nowaczyk, Chair of the Committee on University Governance, provided an update and explained changes made to the Committee Report. Following discussion, Dr. Nowaczyk requested that the Faculty Senate submit its recommendations or approval of report to President Curris.

5. **Committee Reports**
   
   a. **Committee Reports**
      
      
      **Policy Committee.** Senator Bill Hare submitted the Policy Committee Report and briefly explained items (Attachment B).
Research Committee. Senator Gary Powell noted that data from the research survey is being evaluated and will be presented at the next Executive/Advisory Committee meeting. The next meeting will be February 27th at 3:00 p.m. in Jordan Hall. Senator Powell stated that the Research Committee will study a proprietary policy submitted for consideration.

Scholastic Policies Committee. Senator Shelley Barbary submitted the Committee Report (Attachment C) and introduced discussion on the proposed Withdrawal Policy with supplemental information provided by Debra Sparacino, Associate Registrar (Attachment D). A Sense of the Senate to approve the proposal was requested in order to take to the Undergraduate Commission, taken, and passed.

Welfare Committee. Senator Kathy Neal Headley stated that this Committee will meet at 3:45 p.m. on February 14th in the Conference Room of Tillman Hall.

b. University Commissions and Committees

1) Conference on Faculty Senate Chairs - Vice President Ron Thurston shared with the Faculty Senate the Statement of Senator Nikki Setzler, Chair of the Higher Education Joint Legislative Study Committee and the official response to it by the Conference of South Carolina University Faculty Chairs (Attachment E). Discussion followed.

2) Committee to Study Roles and Responsibilities of Faculty - Senator Steve Stevenson, Chair, stated that information is being gathered and that a draft report is forthcoming. Discussion followed.

6. President’s Report. President Bodine reported that:

(1) the Executive/Advisory Committee met with President Curris which resulted in a charge for President Bodine to appoint a committee to consider the appropriate placement and structure of research at Clemson University. Senator Powell will chair this Committee which will be named soon.

(2) the presidents of the undergraduate and graduate bodies and the Faculty Senate have met to consider the possibility of an academic processional to emphasize Clemson’s academic mission. Ideas or problems with this item of consideration should be forwarded to President Bodine or the Faculty Senate Office.

(3) the full report from the Legislative Committee chaired by Nikki Setzler (see Agenda Item 5b1) will be housed in the Faculty Senate Office. Comments may be forwarded to President Bodine, Vice President Thurston, or to the Faculty Senate Office.

(4) suggestions to spend the non-recurring $50,000 Panther monies to benefit all faculty are still being accepted.

7. Old Business

a. Vice President Thurston submitted and moved for adoption the Report on Tenure from the Faculty Senate Select Committee on Tenure. Vote to accept Report was taken and passed unanimously. Each recommendation contained within the Report was then moved for endorsement by the Faculty Senate, and seconded. Vote was taken for each recommendation and each passed unanimously (Attachment F).
The Report on Post-Tenure Review from the Faculty Senate Select Committee on Tenure was then submitted and motion was made by Vice President Thurston for adoption by the Faculty Senate. Vote was taken and Report was accepted unanimously. Individual recommendations contained within the Report were voted on by the Senate: Recommendations #1 and #2 passed; Recommendation #3 passed unanimously; and Recommendation #4 was rejected (Attachment G).

8. New Business

a. Senator Kenneth Murr moved for approval the staggered Faculty Senate Terms for the upcoming elections, which was seconded. Vote was taken and motion passed unanimously (Attachment H).

b. Senator Bill Hare made a motion for approval of recommended changes by the Policy Committee to the Faculty Manual regarding Personnel Practices. Vote to approve recommended changes passed unanimously (Attachment I).

c. Senator Roger Rollin introduced a resolution to approve the Report from the Committee on University Governance mentioned in Agenda Item #4 above. The resulting vote to place item on agenda was 14 “yes” votes, 2 “no” votes, and no abstentions. Senator Murr questioned if two-thirds of quorum was fulfilled. A sense of those present was requested by President Bodine: "It is the Sense of the Senate that President Curris should implement the seven (7) chief recommendations of the Report of the Committee on University Governance on a trial basis, said action to be formally reviewed in 1999," which passed unanimously.

9. Adjournment. President Bodine adjourned the meeting at 5:35 p.m.

Rogel K. Doost, Secretary

Cathy Toth Sturkie, Administrative Assistant

POLICY COMMITTEE REPORT
(FOR SENATE MEETING FEBRUARY 13, 1996)

The Faculty Senate's Policy Committee met on Tuesday, January 23, from 2:00 to 3:30 pm with four members present. The next two meeting times are set to be 2:00 pm February 26 and 2:00 pm March 25. Most of the deliberations dealt with changes to the Faculty Manual.

1. The completion of revision of a memo from the Provost, part of which was approved at the December Senate meeting, was the main item of business. The approval of this final part will be sought under New Business at today's meeting.

2. A request from President Bodine that the Policy Committee review some proposed changes to the Faculty Manual regarding faculty representation and membership on the Athletic Council was acted upon. A copy is (hopefully!) in your packet. We may wish to give formal approval to the changes, or we may wish to wait until the Waller Committee finishes their writing, which should include these changes.

3. A request from President Bodine that the Policy Committee review the issue of requiring faculty members to submit their student evaluation forms to administrators responsible for faculty evaluations was acted upon. The committee's formal recommendation is that the faculty manual not be changed. Moreover, departmental or college guidelines or bylaws making such submission mandatory are probably in violation of the Faculty Manual.

4. A related matter of whether a college should be allowed to develop its own teaching evaluation forms was discussed. Again, the committee formally voted to leave the current language in place. Current policy is that, besides the University form, individual departments may develop their own forms.

5. A memo from the Waller Committee dealing with "Review of Academic Administrators" and "Faculty Participation in Departmental Governance" was on the agenda for discussion, but there was insufficient time to bring it up. It will be discussed at the February meeting.

Respectfully submitted,

Bill Hare, Chairman
January 30, 1996

The Scholastic Policies Committee of the Faculty Senate met on January 25, 1995. In attendance were: Melanie Cooper, Syd Cross, Elham Makram, Fran McGuire and Shelley Barbary, Chair. The next meeting will be at 12:30 on February 29, 1995 at L.J. Fields.

The Committee reviewed the proposed withdrawal policy prepared by the Subcommittee of the Commission on Undergraduate Studies. The Scholastic Policies Committee agrees with all parts of the policy with the exception of allowing no withdrawals after the seventh week of the semester. It was suggested that students should have the option of withdrawing after midterm exams. The Scholastic Policies Committee will recommend to the CUGS Subcommittee at the February 9 meeting that the final date to withdraw be moved to after the seventh week.

The Scholastic Policies Committee also discussed information regarding Clemson students receiving federal aid for courses taken at other institutions. When Clemson awards federal financial aid for students attending other institutions in a transient status the University is obligated to accept credit for "D" or higher grades. Because this is incompatible with the University policy on transfer credit, the Committee was opposed to continuing to process federal aid for transient students. However, several questions were left unanswered. These will be addressed at the next meeting of the Commission on Undergraduate Studies.

The final issue raised was that of professors being required to give exams on their Sabbath days. Because not all exams can be given in a five day period, the only way to avoid assigning exams on the Sabbath day of some groups is to extend the exam period into the following week, necessitating the rescheduling of graduation. The best solution seems to be for individuals to make arrangements with other faculty members to proctor their exams or to arrange with the department chair for a special examination time.
Conference of South Carolina University Faculty Chairs

Statement on the Report of the Joint Legislative Committee to Study the Governance and Operation of Higher Education in South Carolina

In its report, the Joint Legislative Committee recommends that the mission or goal of public higher education should be to become a "global leader in providing a coordinated, comprehensive system of excellence in education by providing instruction, research and life-long learning opportunities which are focused on economic development and benefit the state of South Carolina." The institutional infrastructure recommended is that of the existing distinction among research, four year, two year and technical college institutions reconfirming the understood distinctions among them.

The two new recommendations are first to give the soon to be reconstituted Commission on Higher Education authority over budgets, re-engineering programs, consolidation, and closure of institutions and second, to legislate a baseline supported performance based funding formula replacing the existing formula for state appropriations.

The implementation in law of these recommendations has far reaching implications for public higher education and the people of the state. It is therefore important to evaluate the basis for these recommendations. It is also important to stimulate public debate on the work of the committee and its report.

The reasons given for making the two key recommendations were the "issues" which the committee believed spurred its establishment and were therefore essential components of their deliberations. The conclusions reached by the committee were that currently there were no quality standards in existence, no missions for state schools so the schools competed for the same students, a formula based on enrollment "breeding mediocrity," adversarial relations between the Commission on Higher Education and institutions, tuition costs which were "no longer affordable or reasonable," wasteful duplication, a lack of trust between institutions, an inadequate relationship with the K-12 system, and "institutions have not changed to meet the needs of the students and job market demands of the economy."

These conclusions were drawn as a result of deliberations among committee members unimpeded by data, evidence, and advice. The systematic data provided to the committee in a presentation by experts from the Southern Regional Education Board is not reflected in the report.
its lowest point (67.9 percent or two thirds of the southeastern average) in 1993/94 rising slightly to 70.7 percent of the average in the southeast in 1994/95.

The consequence of this pattern was a substantial increase in tuition for students and an increase in student borrowing of 1300 percent since 1983/84. The national increase in student borrowing was 66 percent. In addition to borrowing, more and more students were forced to work part-time or full-time in order to stay in school.

South Carolina remains the only state in the United States without a need based scholarship program.

The result increasingly is students who are physically unable to devote sufficient time to academic work with a decline in the quality of their education. In addition, because of declines in state funding, higher education is increasingly inaccessible to many who need it most--poor but capable first-generation college students.

Moreover the decline in available resources undermines the ability of the institutions to provide the technological necessities, including computer equipment, lab equipment, classroom and office facilities, quality of faculty, functional physical facilities, and other necessities required to maintain even a average quality of education compared to sister states in the region.

The Conference of Chairs formed because of concern about the eroding foundations of public higher education in South Carolina. We are not convinced that a change in governance from the legislature to the Commission on Higher Education will stop this erosion. We are not convinced that merely changing or tinkering with the funding formula will shore-up the foundations eroded in a decade long spring tide of budgetary neglect.

Until Reconstruction, South Carolina was the only state in the South without a constitutional provision for public education. Since that time, public education has become the essential service promoting upward mobility and prosperity. The people of South Carolina understand and support that principle. It appears now as in the past that some of the leaders in the state in both the public and private sectors--many of whom are products of public universities--have to be reminded of the need to maintain a reasonable degree of support.

Do we want to perpetually remain so far below the average commitment in the southeast? We do not think so and believe that a public debate will show that the people of South Carolina do not think so either.
The conclusions drawn reflected the accumulated consensus of committee members around a range of previously held "feelings" or "concerns." The Committee, for example, had no systematic evidence to conclude that "institutions have not changed to meet the needs of the students and job market demands of the economy," or that the existing level of quality is mediocre. The linkage, therefore, between the definition of the "problem" and the "solution" is at best nebulous.

Regarding the recommendations in the report, the Conference of South Carolina University Faculty Chairs welcomes the endorsement of institutional autonomy, the opportunity to be rewarded for meritorious performance, the endorsement of a need based scholarship program, and the desire of the legislature to professionalize decision making by removing itself as the center of attention.

This welcome by the Conference, however, is by no means an endorsement of the specifics of the recommendation regarding the Commission on Higher Education, performance funding, or acceptance of the Committee's definition of the problem.

Most importantly, the Conference believes the Committee's report fails to include the poor performance of the legislature in adequately funding public higher education. For the past three years the Conference has repeatedly stressed the extent to which inadequate funding is the root cause of key problems including the important issues raised in the report.

According to the Southern Regional Education Board Fact Book 1994/95, from 1983/84 to 1994/95 inflation adjusted state tax appropriations for higher education increased by 0.5 percent in South Carolina. This compares to increases in appropriations of 23.9 percent in North Carolina, 22.1 percent in Georgia, and 32.4 percent in Tennessee, our most immediate neighbors. While appropriations grew by only 0.5 percent in South Carolina in that period, enrollment of students increased by over 25 percent, although South Carolina is still below southeastern and national averages in the proportion of the population with higher education.

During this period, state and local tax revenues increased in South Carolina by 35 percent while the increase in funds allocated to higher education increased only 6 percent, compared to a 13 percent increase in the 14 Southern Regional Education Board states as a whole.

The result was a precipitous decline in the per student allocation of state revenue, that is the percentage of the formula which is based itself only on the average funding in southeastern states. From a high of 98.6 percent of the average in the southeast in 1985/86, funding declined to
No issue is more important than education in moving South Carolina forward in the 21st Century. Today we are issuing a call for "Triple A Higher Education: Accountable, Affordable Achievement."

Never in our history has higher education been more vital -- to the individual, to the family and to society as a whole. It is now estimated that most of us will change jobs about six times during our lives as economic and technological change eliminates some jobs and creates others that might be radically different.

For these reasons and many others, today we need a higher education system that prepares our citizens for change, helps them meet change by providing lifelong training and education, and is itself adaptable to change. Without such change, South Carolina will have mediocrity instead of excellence.

Secondly, we have to realize that we are a state of limited resources, so those resources must be used in the most efficient way. This means examining issues such as inefficient duplication, overlapping missions and putting our resources where they matter most -- in the classroom.

The answer to the first question is obvious. We expect higher our education system to achieve:

1. Where does the buck stop?
2. How can we get more bang for the buck?
3. What do we expect our education buck to buy?

The answer is:

Essentially our work came down to answering these very basic questions:

1. What do we expect our education buck to buy?
   - High Academic Quality
   - Affordable and Accessible Education
   - Instructional Excellence
   - Coordination and Cooperation with Public Education
   - Economic Growth
   - Institutional Excellence

In our deliberations, we concluded that:

- Lack of trust and lack of cooperation between and among the institutions, and lack of standards to measure the quality of the education being provided, lead to a waste of resources.
- Lack of cooperation between and among the institutions results in duplication and inefficiency.
- An adversarial relationship exists between the Commission on Higher Education and the colleges and universities.
- Tuition costs at senior colleges are not affordable to the middle class.
- An inadequate relationship exists between the Commission on Higher Education and the legislature.
- Institutions are not accountable to the student and the public.

In essence, our work proved that: there is no accountability, no cooperation, no standards, no rewards for quality, no trust.

The issues which the Committee felt spurred the establishment of the Committee and were an essential component of their deliberations and decisions were:

- No criteria or standards exist for quality.
- No clear missions or goals exist for the state or the postsecondary institutions.
- The existing funding formula is not a good model for rewarding excellence.
- Lack of coordination has created wasteful duplication.
- Institutions have not changed to meet the needs of the students and the job market demands of the economy.
- Lack of trust and turf protection between and among the institutions.
- Inadequate relationship with public education (K-12).

In essence, our work came down to answering these very basic questions:

1. What do we expect our education buck to buy?
   - High Academic Quality
   - Affordable and Accessible Education
   - Instructional Excellence
   - Coordination and Cooperation with Public Education (K-12)
   - Economic Growth

In conclusion, the roles of the legislature, the Commission on Higher Education, the Council of College Presidents and the institutions of higher education must be redefined. The ultimate goal must be the establishment of an accountable, efficient, and effective higher education system that prepares our citizens for change, helps them meet change by providing lifelong training and education, and is itself adaptable to change.
Higher education system as a whole.

The existing funding formula that rewards the number of students enrolled, leads to the conclusion that we need to find our colleges and institutions a better way to measure their institutional performance.

The current funding system does not align with the goals of improving quality and effectiveness of higher education. The existing funding formula is based on the number of students enrolled, which does not necessarily reflect the quality or effectiveness of education provided.

Critical success factors and performance indicators for measuring institutional performance include:

- Improvement of student outcomes (graduation rates, employment rates, etc.)
- Reduction of waste and duplication
- Number of hours professors spend teaching and assisting students inside and outside the classroom
- Economic development
- Cooperation and collaboration among institutions, the business community, and public education
- Post-tenure review
- Employment of students in their field of study and employer satisfaction
- Adherence to approved mission statements

By addressing these factors, we can improve the quality and effectiveness of higher education.

This leads us to answering our second question: how to get more bang for our buck?

We want to emphasize that while we recognize the need for flexibility in becoming full-fledged research universities, we also need to ensure that the existing funding formula does not hinder our ability to achieve excellence. We need a system that rewards those institutions that meet the goals we established, seeks to strengthen those that are moving toward accomplishing these goals, and penalizes those that consistently fail to carry out their defined mission and achieve the goals this plan establishes.

Finally, we call for the implementation of performance-based funding that will reward those institutions that meet our standards, seek to strengthen those that are moving toward accomplishing these goals, and penalize those that consistently fail to carry out their defined mission and achieve the goals this plan establishes.

By injecting cooperation and collaboration as well as competition into the higher education market with a radically altered funding system, we can achieve more at the same time we reduce our costs. We cannot do this, however, unless we develop yardsticks and give somebody the power to measure progress and make decisions.

So if we know what we want from our buck, and we know how to stretch our buck, where does the buck stop?

We call on the General Assembly to let the buck stop with the restructured Commission on Higher Education by giving the Commission authority to take real action to enforce compliance with these defined missions, quality criteria, and performance indicators. This includes the authority to re-engineer, restructure, and consolidate the number of existing institutions of higher learning.

No longer will we fund higher education simply based on the number of students enrolled. The existing funding formula that rewards the number of students enrolled, leads to the conclusion that we need to find our colleges and institutions a better way to measure their institutional performance.

The Commission on Higher Education, now restructured, needs the authority to make real changes to enforce compliance with the performance criteria recommended by this committee.

We need to ensure that our colleges and universities are held accountable for their actions and achievements. We need a system that rewards those institutions that meet our standards and penalizes those that fall short.

So our first priority was to develop -- for the first time -- a mission statement for each of our states.

Similarly, we established mission statements for each of the state's higher education systems as a whole.
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continue effectively with fragmented accountability. The buck has got
to stop in one place and we believe that should be with the
restructured Commission on Higher Education.

We also specifically call on the newly empowered Commission to

evaluate the medical education needs of the state, streamline reporting

requ.red by the Commission on Higher Education, make it harder for
out-of-state students to receive the hpnefit of in-state tuition and for
the Comm.ss.on on Higher Education to become an advocate for the

higher education system.

In summary, the Committee has designed a process leading to

und.ng mechanism that demands a coordinated, efficient, responsive

academic quality in public higher education in this State The
Committee has defined quality and recommended a performance
higher education for the next decade and beyond.

For the continued economic growth of our state and the economic
security of our citizens. South Carolina's higher education system must

achieve more, and at the same time be more affordable and more

accountable. We believe that today we have begun a process, laying
the foundation that can ensure that our state builds a public higher *
education system second to none. We call on our colleagues in the-

mandate for excellence.

General Assembly, the Governor and all the people of South Carolina to
loin together and embrace the changes we recommend, to give us a

Accountability

Performance Based Fiinclin"
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Affordability
Reduce Duplication

/Enhance Efficiencies "~ gf."

The Bcsl Bang For Our Buck

Achievement
Measure Quality
Our BuckBuys Quality

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PLEASE JOIN US IN THE CELEBRATION

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40 YEARS OF COEDUCATION

AT CLEMSON UNIVERSITY

Sponsored by the President's Commission on the
Status of Women

Special Events: March 26-28, 1996

Exhibits: March 16 - May 15, 1996
MINUTES
FACULTY SENATE
March 12, 1996

1. Call to Order. President Bodine called the meeting to order at 3:32 p.m.

2. Approval of Minutes. The Faculty Senate Minutes of February 13, 1996 were approved as distributed.

3. Election of Officers. The Advisory Committee brought forward its slate of candidates for Vice President/President-Elect and Secretary. The floor was opened for additional nominations. There being none, elections were held by secret ballot. Francis A. McGuire was elected Vice President/President-Elect and Kathy Neal Headley was elected Secretary.

Following election of officers, Vice President for Administration and Advancement Gary A. Ransdell introduced Patrick Hall, who is the Chief Facilities Officer for Clemson University.

4. Special Orders of the Day. Donnie Brewer provided a video and information regarding fire safety on campus. The President of the Graduate Student Association, Jay Ross, read a resolution passed recently by this group, and asked for Faculty Senate endorsement (Attachment A). Following discussion, Senator Bill Hare moved for a Sense of the Senate which was seconded and passed. Vote to endorse resolution put forth by Mr. Ross was taken and passed unanimously.

5. Committee Reports
   a. Committee Reports
      Policy Committee. Senator Bill Hare submitted this Committee’s Report (Attachment C).
      Research Committee. Senator Gary Powell submitted and moved for acceptance the Faculty Senate Research Committee Survey and Data (Attachment D). Following discussion of Survey conclusions, vote to accept Report was taken and passed unanimously.
      Scholastic Policies Committee. Senator Shelley Barbary explained a proposed change to the academic calendar and asked for a Sense of the Senate, which was seconded and passed. Proposed changes were passed by the Senate (Attachment E). Senator Ben Stephens submitted conclusions of an attempt to measure faculty and student perceptions of faculty and student work (Attachment F).
b. University Commissions and Committees

1) Select Committee to Define Roles and Responsibilities of Faculty - Senator Steve Stevenson asked senators to have their students respond anonymously as a classroom exercise to *ProfsCam and Other Indictments* to be forwarded to this Committee for consideration (Attachment H).

2) Athletic Council - Senator Pat Smith noted that procedures consistent with the University Handbook are being followed during the investigation of the alleged misconduct of four athletes, and stated that civil litigation will follow.

6. President’s Report (None)

7. Old Business (None)

8. New Business

a. Senator Tim Summers submitted and moved for adoption the Resolution on the Investment and Handling of Funds in the State of South Carolina Retirement System. Following the acceptance of a friendly amendment, vote to accept resolution was taken and passed unanimously (Attachment I) (FS96-3-1 P).

b. After providing updated information, Senator Kathy Neal Headley submitted and moved for adoption the Resolution to Re-Establish the Parking Advisory Committee. Vote was taken to accept resolution and passed unanimously (FS96-3-2 P) (Attachment J).

c. Senator Bill Hare submitted Section VI of the *Faculty Manual* for acceptance as an interim replacement with the understanding that any changes since August 15, 1995 would be incorporated during the next phase of rewriting the *Faculty Manual*. During discussion, Senator Jack Peck moved that this item be returned to Committee, which was seconded. Vote to remand to Committee was taken and passed.

d. Names of faculty to be appointed by President Bodine to the Committee on the Quality of Minority Student Life are to be forwarded to the Faculty Senate Office.

9. Adjournment. President Bodine adjourned the meeting at 5:14 p.m.

Roger K. Doost, Secretary

Cathy Toth Sturkie, Administrative Assistant

Absent: S. Lewis (B. Kunkel for), M. Dixon, F. Tainter (L. Nelson for), J. Bednar, R. Rollin (D. White for), H. Wheeler
RESOLUTION

GSA Senate

Resolution 95-96 #3

1995-1996 Graduate Student Association

Graduate Assistant Tuition Waiver Appeal

WHEREAS the graduate tuition and graduate assistant fees were raised in fall 1995;

AND

WHEREAS, in the regularly scheduled December 1995 meeting of the Graduate Student Association, Clemson University, President Constantine Curris informed the assembled members that the graduate assistant tuition fee would increase beginning Fall 1996 to keep in parity with the University of South Carolina fee schedule;

BE IT RESOLVED by the Clemson University Graduate Senate assembled in special session the following:

THAT the Graduate Student Association rejects any and all increase in the graduate assistant tuition fee and any and all mandatory fees to be paid by graduate students

AND THAT the Graduate Student Association endorses the accompanying letter # LET-95-96-1001.

Proposed by

Bharat Kona

Seconded by

Paul Drnevich

Passed on this 19th day of February, 1996 by a vote of 64 for and 0 against.
Ref. : LET-95-96-1001

Dr. Curris,

As a graduate student body, we would like to request that
1> Graduate assistantship fees be reduced to $0.0 OR the graduate stipends be increased to cover the fees,
AND
2> No other increases in fee and tuition or additional charges be levied against the graduate students.

We feel that the Graduate Students of Clemson, which constitute almost 25% of the total student population, are not only students but also valuable assets that should be highly regarded. With the amount of average graduate stipends being almost $900.00 below average and our graduate assistant fees being well above average (based on research by Office of Institutional Research, Clemson University, Clemson), the ability of graduate students to afford Clemson University is disappearing.

Using a double standard, comparing us academically with certain benchmark universities and then financially with the University of South Carolina is not acceptable. The benchmark institutions are now in the leading positions largely due to the contributions made by their graduate students.

We would like to see the graduate students at Clemson play a direct role in improving the educational experience for the citizens of South Carolina and in elevating the status of Clemson University. It is not reasonable to ask graduate students to sacrifice financially while administrators continue to benefit from substantial pay raises, even if this increase comes under the guise of reorganization.

Graduate Student Association
Faculty Senate Finance Committee  
February 27, 1996

1. Resolved - Associate Dean, Jimmy Sherriff announced that the parking lot next to cemetery that was reserved for visitors is now opened up for Faculty - look for green marks for parking there.

2. Finance Committee is providing a resolution encouraging the state to pursue investing part of our retirement portfolio is stocks (Resolution attached).

3. Ron Herrin, Payroll supervisor reports that at the present time, three-day delay between transmitting funds and being posted to individual accounts is normal. Payroll has now the proper modem and has solicited for fund-custodians' special software to gradually transfer such funds electronically. He will meet with Roger Doost and Ted Taylor as your representatives to bring us up to speed as to what is happening in this regard.

4. Faculty are again encouraged to draft questions on all matters of concern to faculty to be distributed for feedback at an appropriate time.

5. Here is a summary for travel funds expended for the 1995 fiscal year as reported in Inside Clemson (attached). The distribution of these funds between academic and non-academic units is as follows:

<table>
<thead>
<tr>
<th>Travel Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Travels</td>
<td>$2,399,580</td>
</tr>
<tr>
<td>Agricultural Extension Travels</td>
<td>2,489,699</td>
</tr>
<tr>
<td>Administrators' Travels</td>
<td>1,295,939</td>
</tr>
<tr>
<td>Athletic Department Travels</td>
<td>1,718,985</td>
</tr>
<tr>
<td>Other Auxiliary Enterprise Travels</td>
<td>159,583</td>
</tr>
<tr>
<td><strong>Total Travel Cost - 1995 Fiscal year</strong></td>
<td><strong>$8,063,786</strong></td>
</tr>
</tbody>
</table>

6. Division of Finance has shared with us the current Funding Formula calculations
of the State of South Carolina. Total full funding formula for all institutions of higher learning amounts to $855,388,429. From this amount approximately 122 million dollars is allocated to Clemson. It is almost ten years that we have not received full funding. At this time, we are at approximately 70% of the full funding formula.

7. Here is a condensed summary of 1995 raises between academic administrators and other faculty. The Finance Committee suggests informing President Curris in pursuance of our endeavors to create further equity in salary distribution. We also feel that this information should be made available to all Faculty:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Mean Raise $</th>
<th>Mean Raise %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Administrators</td>
<td>87</td>
<td>5,818</td>
<td>9.17</td>
</tr>
<tr>
<td>All Faculty</td>
<td>513</td>
<td>2,447</td>
<td>4.01</td>
</tr>
</tbody>
</table>

This data is consistent in the past seven years in that faculty raises have been most often about ½ of top administrators’ raises.

8. Some faculty have shown concern on the nature and amount of money spent on changing logos. The committee feels that this is a done deal, but hope that we will all attempt to conserve public resources the best we can in the future.

9. The question of 4.2 million dollars of savings is brought up again in conjunction with the Provost’s resignation. The Finance Committee is interested to know where this money is saved and how it is calculated.

Respectfully submitted,

Finance Committee
### University Travel & Related Expenses

Analysis of expense categories and sources of funding for year ending June 30, 1995

<table>
<thead>
<tr>
<th></th>
<th>From State Funds &amp; Fees</th>
<th>From Other Sources</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Travel</td>
<td>1,234,597</td>
<td>753,872</td>
<td>1,988,469</td>
</tr>
<tr>
<td>Non-Overnight Meals</td>
<td>21,293</td>
<td>27,618</td>
<td>48,911</td>
</tr>
<tr>
<td>Out-of-State Travel</td>
<td>1,507,783</td>
<td>1,417,762</td>
<td>2,925,545</td>
</tr>
<tr>
<td>Foreign Travel</td>
<td>178,116</td>
<td>276,096</td>
<td>454,212</td>
</tr>
<tr>
<td>Athletic Travel</td>
<td>-0-</td>
<td>1,718,985</td>
<td>1,718,985</td>
</tr>
<tr>
<td><strong>Total Travel</strong></td>
<td><strong>2,941,789</strong></td>
<td><strong>4,194,333</strong></td>
<td><strong>7,136,122</strong></td>
</tr>
<tr>
<td>Registration Fees</td>
<td>460,250</td>
<td>410,148</td>
<td>870,398</td>
</tr>
<tr>
<td><strong>Total Travel and Related Expenses</strong></td>
<td><strong>$3,402,039</strong></td>
<td><strong>$4,604,481</strong></td>
<td><strong>$8,006,520</strong></td>
</tr>
</tbody>
</table>
**FY 1995-96**  
**FORMULA CALCULATION**  
(Total for all institutions)

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3-YR AVERAGE OF CREDIT HOURS</td>
<td>3,227,731</td>
</tr>
<tr>
<td>2. FTE STUDENTS</td>
<td>111,688</td>
</tr>
<tr>
<td>3. FTE FACULTY</td>
<td>7,736</td>
</tr>
<tr>
<td><strong>FACULTY SALARIES SUPPORT</strong></td>
<td>$342,481,623</td>
</tr>
<tr>
<td>4. TOTAL INSTRUCTIONAL COST</td>
<td>487,455,280</td>
</tr>
<tr>
<td>5. RESEARCH</td>
<td>33,673,091</td>
</tr>
<tr>
<td>6. PUBLIC SERVICE</td>
<td>12,278,225</td>
</tr>
<tr>
<td>7. ACADEMIC SUPPORT - Libraries</td>
<td>46,745,528</td>
</tr>
<tr>
<td>8. ACADEMIC SUPPORT - Other</td>
<td>61,608,911</td>
</tr>
<tr>
<td>9. STUDENT SERVICES</td>
<td>29,207,162</td>
</tr>
<tr>
<td>10. OPERATIONS AND MAINTENANCE</td>
<td>97,720,589</td>
</tr>
<tr>
<td>11. INSTITUTIONAL SUPPORT</td>
<td>115,460,480</td>
</tr>
<tr>
<td>12. UNIQUE COST &amp; RENT</td>
<td>9,159,778</td>
</tr>
<tr>
<td>13. EMPLOYER CONTRIBUTIONS</td>
<td>132,497,111</td>
</tr>
<tr>
<td>14. SUBTOTAL (Cost of E &amp; G Operations)</td>
<td>$1,005,807,155</td>
</tr>
<tr>
<td><strong>LESS:</strong></td>
<td></td>
</tr>
<tr>
<td>15. REVENUE DEDUCTION</td>
<td>(217,438,000)</td>
</tr>
<tr>
<td>MILITARY FACULTY SALARY</td>
<td>(1,346,645)</td>
</tr>
<tr>
<td>SPONSORED &amp; OTHER SUPPORT (SBCTE)</td>
<td>(1,508,887)</td>
</tr>
<tr>
<td>ADD: DOCTORAL ADJUSTMENT</td>
<td>9,541,779</td>
</tr>
<tr>
<td>16. SUBTOTAL (Cost of E &amp; G Operations)</td>
<td>$795,057,402</td>
</tr>
<tr>
<td><strong>ADD:</strong></td>
<td></td>
</tr>
<tr>
<td>17. HONORS STUDENTS</td>
<td>2,403,800</td>
</tr>
<tr>
<td>18. SUMMER SCHOOL</td>
<td>22,566,599</td>
</tr>
<tr>
<td><strong>OTHER:</strong></td>
<td></td>
</tr>
<tr>
<td>MEDICAL</td>
<td>35,306,563</td>
</tr>
<tr>
<td>RETIREE HEALTH</td>
<td>54,066</td>
</tr>
<tr>
<td>19. TOTAL FORMULA FUNDING</td>
<td>$855,388,429</td>
</tr>
</tbody>
</table>
POLICY COMMITTEE REPORT
Faculty Senate Meeting, March 12, 1996

The Policy Committee of the Faculty Senate met on Monday, February 26, from 2:00 pm to 3:25 pm. Four of the six members were present.

The entire meeting was spent in reviewing material from the Waller Committee. Specifically, a 29 page replacement document for Section VI: University Governance and a 17 page replacement document for Section VII: Professional Practices of the Faculty Manual were discussed.

There is inherent obsolescence with a Faculty Manual as of August 15, 1995; nevertheless, the Policy Committee will recommend under New Business the acceptance of Section VI as an interim replacement for the current Section VI of the "yellow" Faculty Manual. It is understood that any changes passed by the Senate since August 15, 1995 will be incorporated in this interim Section VI.

There are more serious problems in Section VII, according to the committee, so it is to be continued at the next committee meeting, March 11. It is hoped that a revised interim replacement for Section VII will be completed by the April Senate meeting.

Respectfully submitted,

William R. Hare, Chairman
Validity. From the number of returns (154, i.e. 33% of those distributed to faculty who had submitted proposals through the Office of Sponsored Programs during the past three years), there is a 90% probability that the survey covered 97.5% of all possible responses that could be made to the survey.

Subsets of the data can be examined. For example, one can view the responses of faculty in the engineering disciplines and compare the responses with those from the physical and biological sciences or with agriculture. For the most part, the responses of these subsets were unchanged. For example, when the responses to Q. 53-59 were compared, researchers from agriculture had fewer “no responses” because these individuals have more direct experience with those facilities. However, the distribution of those responses between poor and excellent was the same for respondents all three subsets. For Q. 22-28, regarding the graduate school and its services, ratings for researchers from engineering were generally more positive than those from sciences. Because the services given to those two groups are very similar, we are seeing a difference in the perception of the quality of those services. It was not useful to compare subsets from groups smaller than the ones given above because the number of individuals within those subsets becomes too small to be statistically meaningful.

Conclusions.

Professional relationships (Q. 1-10): The collegial interactions within the community were very positive. However the interactions with institutes and foundations showed up negatively, possibly because many faculty are not familiar with the activities of institutes and foundations here.

Graduate students and graduate student support (Q. 11-28). The general impression of graduate student quality is “adequate”, but support by the department, by the graduate school and by the international studies programs were generally positive. There seemed to be some problems with the recruitment of quality graduate students by the graduate school, as well as the speed and accuracy of handling admissions. The assessment of curricula, examinations, and graduate teaching were positively assessed but cross-disciplinary degrees and degree programs were viewed less positively than other programs.

Direct institutional support for research (Q. 29-45). Several negatives were apparent in this section. While the timeliness and fairness in distribution of internal grants was neutral, there was general dissatisfaction in the availability of gateway funds for innovative research projects and startup funds for new faculty. Some confusion was apparent in the return of overhead from external grants was apparent, perhaps because the policy for return is not consistent across the university. Notification about availability of federal, corporate, and foundation grants was viewed with some negativity. The general availability of equipment for research was neutral, but most respondents viewed as inadequate the availability of major equipment even items costing less than $20,000. Many researchers seemed dissatisfied with the availability of primary research space and the adequacy of the size and location and the maintenance of that space. The most negative response was found for the adequacy of departmental clerical support for the preparation of research proposals.
Research infrastructure (Q. 46-69). The grants office (Sponsored Programs) was generally viewed as doing a good job in handling proposals and the ancillary services. The specialized services of radiological control, biohazards, animal housing, veterinary care, fields and farms were viewed as neutral. But the growth chambers and greenhouses were inadequate. While the special services of the library (interlibrary loan, searches, etc.) were viewed very favorably, the adequacy of serials, monographs and the holdings in general were viewed as a serious problem. A sizable fraction of the faculty saw problems in the support for personal computers, work stations, availability of software and programmers from the computing center, visualization, and the competitiveness of the microcenter for purchases.

It is amply clear that the research infrastructure for research is in difficulty. The facilities normally associated with a land grant university are dated and need upgrading. Research faculty say they currently have inadequate space and equipment to carry out their programs. The committee will begin the process of correcting these inadequacies by sharing the results of this report in meeting with Sponsored Programs, the Graduate School, Deans, Directors, the Provost, other Vice Presidents, and the President of the University.

Members of the Committee:

Gary L. Powell, Chairman
Dale Hutton
Tom Jenkins
Dale Linvill
Pat Smith
Steve Stevenson
Faculty Senate Research Survey

In late November, 507 surveys were mailed to a list of research/scholars compiled by the Office of Sponsored Programs. The list contained the names of all principal investigators who had submitted grant proposals through that office over the past three years. From this list, 47 were inactive and 154 (33%) were completed and returned. The results are tabulated below as bar graphs attached to the questions from the questionnaire. The Y axis tabulates the number that responded in each category; those that gave no response, i.e., left the item blank, are given in the first column (1); responses of poor (2) = A, fair (3) = B, adequate (4) = C, good (5) = B, and excellent (6) = A are listed from left to right. Following question 69 are the qualitative responses to the request to “choose one aspect that the respondent thought was outstanding at Clemson University” and “one aspect that was particularly disappointing.”

PROFESSIONAL RELATIONSHIPS

1. Interpersonal collegiality

2. Resolution of Conflicts between teaching and research
3. Resolution of Conflicts between teaching and service

Q. 3

No response (1); Poor (2) to Excellent (6)

4. Interactions with colleagues within department

Q. 4

No response (1); Poor (2) to Excellent (6)

5. Interactions with colleagues within college

Q. 5

No response (1); Poor (2) to Excellent (6)
6. Interactions with colleagues between departments

Q. 6

No response (1); Poor (2) to Excellent (6)

7. Interactions with colleagues between colleges

Q. 7

No response (1); Poor (2) to Excellent (6)

8. Interactions with Institutes

Q. 8

No response (1); Poor (2) to Excellent (6)
9. Interactions with Clemson Foundation.

Q. 9

No. of Responses

No response (1); Poor (2) to Excellent (6)

10. Interactions with Sponsored Programs (3rd Floor - Brackett Hall)

Q. 10

No. of Responses

No response (1); Poor (1) to Excellent (6)

GRADUATE STUDENTS AND GRADUATE STUDENT SUPPORT

11. General quality of graduate students

Q. 11

No. of Responses

No response (1); Poor (2) to Excellent (6)
12. Administrative support for graduate students

Q. 12

13. Departmental support for graduate teaching

Q. 13

14. Departmental concern for quality of graduate teaching

Q. 14
15. Relevant departmental degree objectives

Q. 15

16. Relevant cross-disciplinary degrees

Q. 16

17. Relevant cross-disciplinary courses

Q. 17
18. Congruent curriculum requirements for degree

Q. 18

No response (1); Poor (2) to Excellent (6)

19. Relevant methods/statistics courses available

Q. 19

No response (1); Poor (2) to Excellent (6)

20. Adequate qualifying and preliminary examinations

Q. 20

No response (1); Poor (2) to Excellent (6)
21. Relevancy of oral examinations

Q. 21

22. Adequacy of graduate school support

Q. 22

23. Adequacy of graduate school student recruitment

Q. 23
24. Speed and accuracy of handling graduate student admissions

Q. 24

No response (1); Poor (2) to Excellent (6)

25. Fairness of enforcement of graduate school regulations

Q. 25

No response (1); Poor (2) to Excellent (6)

26. Fairness of admissions standards

Q. 26

No response (1); Poor (2) to Excellent (6)
27. Standardized thesis format requirements

Q. 27

No. of Responses

<table>
<thead>
<tr>
<th>No response (1); Poor (2) to Excellent (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

28. Support for international graduate students

Q. 28

No. of Responses

<table>
<thead>
<tr>
<th>No response (1); Poor (2) to Excellent (6)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

DIRECT INSTITUTIONAL SUPPORT FOR RESEARCH

29. Availability of intramural funds for "gateway" or innovative research projects

Q. 29

No. of Responses

<table>
<thead>
<tr>
<th>No response (1); Poor (2) to Excellent (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
30. Availability of intramural funds for new faculty

**Q. 30**

<table>
<thead>
<tr>
<th>No response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Responses</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

31. Fairness in determining competition for internal grants

**Q. 31**

<table>
<thead>
<tr>
<th>No response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Responses</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

32. Timeliness of announcements for internal grants

**Q. 32**

<table>
<thead>
<tr>
<th>No response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Responses</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>
33. College administrative efficiency in processing intramural grants

Q. 33

No response (1); Poor (2) to Excellent (6)

34. Departmental administrative efficiency in processing intramural grants

Q. 34

No response (1); Poor (2) to Excellent (6)

35. Adequacy of return of overhead from external grants

Q. 35

No response (1); Poor (2) to Excellent (6)
36. Adequacy of notification about the availability of Federal grants

Q. 36

- No response (1); Poor (2) to Excellent (6)

37. Adequacy of notification about the availability of corporate and foundation grants

Q. 37

- No response (1); Poor (2) to Excellent (6)

38. Availability of equipment for research

Q. 38

- No response (1); Poor (2) to Excellent (6)
39. Adequacy of general equipment (< $20,000) for research

Q. 39

40. Adequacy of specialized equipment (> $100,000) for research

Q. 40
41. Availability of primary research space

No response (1); Poor (2) to Excellent (6)

42. Adequacy of size and location of primary research space

No response (1); Poor (2) to Excellent (6)

43. Maintenance of primary research space

No response (1); Poor (2) to Excellent (6)
44. Quality of primary research space for collegial interaction

Q. 44

45. Adequacy of departmental clerical support for preparation of research proposals

Q. 45

RESEARCH INFRASTRUCTURE

46. Satisfaction with grants office administration in processing proposals

Q. 46
47. Clarity of institutional requirements for processing grant proposals

48. Satisfaction with assurance certification (drug-free workplace, animal rights)

49. Adequacy of the speed of decision in grants process by grants administration
50. Clarity of grantee requirements

Q. 50

51. Clarity of protection of intellectual property (patents and copyrights)

Q. 51

52. Adequacy of central support facilities

Q. 52
53. Adequacy of radiological control

Q. 53

54. Adequacy of biohazard control

Q. 54

55. Adequacy of animal housing

Q. 55
56. Adequacy of veterinary care

Q. 56

No response (1); Poor (2) to Excellent (6)

57. Adequacy of growth chambers

Q. 57

No response (1); Poor (2) to Excellent (6)

58. Adequacy of greenhouses

Q. 58

No response (1); Poor (2) to Excellent (6)
59. Adequacy of fields and farms

Q. 59

60. Adequacy of Library Serials

Q. 60
61. Adequacy of Library Monographs

Q. 61

62. Adequacy of Library holdings

Q. 62

63. Adequacy of special services (interlibrary loans, searches, etc.)

Q. 63
64. Adequacy of support for personal computers from Computing Center

![Bar Chart for Q. 64]

65. Adequacy of support for work stations and servers from Computing Center

![Bar Chart for Q. 65]

66. Availability of software from Computing Center

![Bar Chart for Q. 66]
67. Adequacy of visualization from Computing Center

Q. 67

68. Availability of programmers for special applications

Q. 68

69. Competitiveness of MICRO CENTER for purchases

Q. 69
MEMORANDUM

TO: J. V. Reel, Chair
   Commission on Undergraduate Studies
   F. B. Brown, Chair
   Commission on Graduate Studies

FROM: Registrar Stan Smith

SUBJECT: Proposed Change to Academic Calendar

The university academic Calendar Committee met on February 20, 1996. Members present were J. V. Reel, Farell Brown (for A. Wayne Bennett), Fran McGuire, Will Aiken (student member) and Stan Smith. The following proposal was discussed and approved by the Calendar Committee.

Proposal: The proposal is that the time set aside for the fall orientation/registration schedule be reduced by one day to match the January schedule. If approved, the faculty would gain one class day in the 1997 fall semester and thereafter and the first week of school would be the same for both the fall and spring terms.

If the proposal is approved, the number of teaching days and classroom minutes for the respective fall and spring terms would be as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Days</th>
<th>Teaching Days</th>
<th>Minutes</th>
<th>Minutes</th>
<th>Reading Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M-W-F Classes</td>
<td>T-Th</td>
<td>(Not included in teaching days)</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>73</td>
<td>2200 (44X50)</td>
<td>2175 (29X75)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td>72</td>
<td>2150 (43X50)</td>
<td>2175 (29X75)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The change would become effective in August 1997. This proposal allows sufficient time for orientation and registration. Also, the change eliminates the frustration experienced by many students wanting to resolve fall registration matters on Monday but have had to wait until registration forms were issued on Tuesday.
3/12/96

To: Faculty Senators
From: Ben Stephens

Subject: An image-gap between faculty and student perceptions of work.

Problem:
Faculty suffer from a serious image problem in the public's eyes. Many of the negative and threatening perceptions of faculty come from those who have a college education. These negative perceptions may be developed in the undergraduate years. Is there an image-gap between faculty and student perceptions of faculty work?

We measured faculty and student perceptions of faculty work. (Note we do not attempt to measure actual work-load).

Methods:
Over 230 faculty and undergraduate students responded anonymously. They were asked the following questions:

1. Imagine the work a tenured faculty member does: preparing for lectures, lecturing, grading papers, research, writing, service, etc. What do you believe are the number of hours a week, on average, that a tenured faculty member works (Please provide a number)?

On average how much effort do you feel these and all other work related tasks involve?

1 2 3 4 5 6 7
Not too much effort Average effort A lot of effort

2. Imagine the work a non-tenured faculty member does: preparing for lectures, lecturing, grading papers, research, writing, service, etc. What do you believe are the number of hours a week, on average, that a non-tenured faculty member works (Please provide a number)?

On average how much effort do you feel these and all other work related tasks involve?

1 2 3 4 5 6 7
Not too much effort Average effort A lot of effort

3. Imagine the work a student does: attending class, reviewing notes, studying, talking with professors, writing, research, college service, etc. What do you believe are the number of hours a week, on average, that a student works (Please provide a number)?

On average how much effort do you feel these and all other school-work related tasks involve?

1 2 3 4 5 6 7
Not too much effort Average effort A lot of effort
Results:
The mean perceived hours/week and effort are presented in the two figures on the next page.
The filled symbols represent faculty perceptions of faculty and student work.
The open symbols represent student perceptions of faculty and student work.
The margin of error (standard error of the mean) is roughly 2.5% of the mean value.

The results show that there is a serious gap between student and faculty perceptions concerning the average number of hours tenured and non-tenured faculty work as well as the effort tenured and non-tenured faculty put into their work.

Conclusions and speculation:
A serious image-gap exists between student and faculty perceptions of faculty work. Students may simply be ignorant of how hard faculty work. This conclusion applies to both tenured and non-tenured faculty, suggesting that the perception is not due to the tenure system.

This student perception, if not corrected, may persist when students talk with their parents, vote, become business leaders, or members of the legislature.

Efforts should be made to identify techniques for changing student perceptions of faculty work.
PROFSCAM AND OTHER INDICTMENTS

D. E. STEVENSON

The indictment from [1]

1. THE PROFESSORIATE

(1) They are overpaid, grotesquely underworked, and the architects of academia’s vast empires of waste.
(2) They have abandoned their teaching responsibilities and their students. To the average undergraduate, the professoriate is unapproachable, uncommunicative, and unavailable.
(3) In pursuit of their own interests—research, academic politicking, cushier grants—they have left the nation’s students in the care of ill-trained, ill-paid, and bitter academic underclass.
(4) They have distorted university curriculums to accommodate their own narrow and selfish interests rather than the interests of their students.
(5) They have created culture in which bad teaching goes unnoticed and unsanctioned and good teaching is penalized.
(6) They insists that their obligations to research justify their flight from the college classroom despite the fact that fewer than one in ten ever makes any significant contribution to their field. Too many—maybe even a vast majority—spend their time belaboring tiny slivers of knowledge, utterly without redeeming social value except as items on their resume.
(7) They have cloaked scholarship in stupefying, inscrutable jargon. This conceals the fact that much of what passes for research is trivial and imane.
(8) In tens of thousands of books and hundreds of thousands of journal articles, they have perverted the system of academic publishing into a scheme that servers only to advance academic careers and bloat libraries with masses of unread, unreadable, and worthless pablum.
(9) They have twisted the ideals of academic freedom into a system in which they are accountable to no one, while they employ their own rigid methods of thought control to stamp out original thinkers and dissenters.
(10) In the liberal arts, the professors’ obsession with trendy theory—which is financially rewarding—has transformed the humanities into models of inhumanity and literature departments into departments of illiteracy.
(11) In the social sciences, professors have created cults of pseudo-science packed with what one critic calls "sorcerers clad in the paraphernalia of science...wooly-minded lost souls yearning for gurus," more concerned with methodology and mindless quantification than with addressing any significant social questions.
(12) In the sciences, professors have mortgaged the nation’s scientific future and its economic competitiveness to their own self-interest by ignoring undergraduates and the epidemic of academic fraud.
(13) In schools of education, their disdain for teaching and the arrogance with which they treat their students has turned the universities into the home office of educational mediocrity, poisoning the entire educational system from top to bottom.
(14) They have constructed machinery that so far has frustrated or sabotaged every effort at meaningful reform that might interfere with their boondoggle.
Finally, it has been the professors’ relentless drive for advancement that has turned American universities into vast factories of junkthink, the byproducts of academe’s endless capacity to take even the richest elements of civilization and disfigure them into an image of itself.

2. HARM DONE

And the harm that was done:

(1) For students, it has meant watered-down courses; unqualified instructors; a bachelor’s degree of dubious value; and an outrageous bill for spending four or five years in a ghetto of appalling intellectual squalor and mediocrity.

(2) For parents who pay college costs (especially those who chose a school because they thought their children would actually study at the feet of its highly touted faculty), it has meant one of the biggest cons in history.

(3) For American business, it has meant hiring a generation of college graduates who are often unable to write a coherent sentence, analyze even simple problems, or understand what their elders keep talking about a Second World War (Was there a First?).

(4) And for American society—which has picked up the tab for hundreds of thousands of literary scholars, social workers, sociologists, economists, political scientists, psychologists, anthropologists, and educationalists—it has meant the realization that we are not discernibly more literate, more competent, more economically secure, safer, wiser, or saner than we were before spending untold billions on this embarrassment of academic riches.

REFERENCES

RESOLUTION ON THE INVESTMENT AND HANDLING OF STATE-CONTROLLED FUNDS

FS96-3-1 P

Whereas, The Faculty of Clemson University has a vital interest in the successful management of the state retirement system and state-owned college and university endowments; and

Whereas, It appears that earnings of the retirement funds are inadequate to service future obligations; and

Whereas, Sound investment principles call for investment in a variety of financial instruments, including corporate common equities; and

Whereas, Some corporations and government employers have “raided” pension funds so that funds in excess of anticipated obligations to pensioners can be used for other purposes;

Resolved, That the State Treasurer be commended for his support of a referendum that would allow investments in common stocks; and

Further Resolved, That the Faculty of Clemson University supports a balanced program of pension investments, to include common stocks; and

Further Resolved, That the Faculty of Clemson University supports the introduction of legislation to prohibit “raiding” of surplus pension funds.

This resolution was passed unanimously by the Faculty Senate on March 12, 1996.
RESOLUTION TO RE-ESTABLISH THE PARKING ADVISORY COMMITTEE

FS96-3-2 P

Whereas, Parking and public safety are vital concerns to all students, faculty, staff, administration, and visitors on the Clemson University campus; and

Whereas, The communication concerning these issues is of vital importance to the overall atmosphere of trust within the campus community;

Resolved, That the Parking Advisory Committee be reinstituted to provide the Dean of Health & Municipal Services with input to issues related to parking and public safety on the Clemson campus; and

Further Resolved, That this Committee should meet on a regular basis and include representation from the students, faculty, staff, administration, and other parties with identified interest.

This resolution was passed unanimously by the Faculty Senate on March 12, 1996.
PART VI.

FACULTY PARTICIPATION IN UNIVERSITY GOVERNANCE

A. General Statement

In accordance with the will of Thomas Green Clemson and the Act of Acceptance by the General Assembly of South Carolina, ultimate responsibility for the governance of Clemson University is vested in the Board of Trustees. The Board is charged with setting university policies so as to achieve the goals established by Thomas Clemson in his will and to serve the needs of the State of South Carolina. Thus, final authority and responsibility for all policy decisions rest with the Board.

In order to operate the University effectively, the Board delegates responsibility in various areas to the President, to certain administrative officials, and to the Faculty. The President is the executive officer charged with administering the University in accordance with the policies adopted by the Board and with primary responsibility for leadership and planning for the institution. The President is charged with responsibility for academic, personnel, development, and fiscal and budgetary matters; with providing for and maintaining the physical facilities of the University; with representing the institution to its several publics; and with the administrative implementation of the various policies of the University.

The Faculty, as the repository of learning in the various academic fields of study, is charged with creating the curriculum; setting requirements for degrees; determining when requirements have been met; and approving candidates for degrees. The Faculty likewise has primary responsibility for such academic matters as evaluating the qualifications of current or prospective faculty members, for initiating recommendations for faculty and academic administrative appointments, as well as for faculty reappointment, tenure, and promotion recommendations.

To carry out its role in the governance of the University, the Faculty is
formally organized through a Constitution. The Faculty Senate, various university committees, and the several college, school, and departmental faculties and their committees facilitate the execution of the business of the Faculty.

The Faculty Senate is the elected body that represents the Faculty in its relationship with the Administration, especially in regard to policy matters involving the academic prerogatives of the Faculty and faculty welfare. To fulfill their academic governance responsibilities at the collegiate, school, and departmental levels, the faculties of the several colleges, schools, and departments are formally organized according to bylaws. Indeed, the primary exercise of the academic prerogatives of the Faculty takes place at the departmental level, where the specific professional expertise of a particular discipline can be brought to focus on academic matters, including questions regarding curriculum, appointment, tenure, and promotion.

Since the effective functioning of the University requires communication and cooperation between the Faculty and the Administration, a University council, commission, and committee structure has been established. This structure provides for faculty participation in planning, policy formulation, and decision-making in all areas that bear upon faculty concerns. The most comprehensive body within this structure is the Academic Council, with its subsidiary commissions and committees. As outlined in VI. B., the Academic Council includes representatives from various constituencies of the University (students, nonacademic administrators, as well as faculty and academic administrators). This council reviews and recommends policy to the President. Such policy matters are forwarded from its subsidiary commissions (Undergraduate Studies and Graduate Studies). These commissions in turn have various specialized standing committees reporting to them. Additional committees exist outside the Academic Council structure and are organized here by vice presidential area.

Unless otherwise stated, the following apply to all commissions and committees listed in this section. Faculty representatives to commissions and committees are elected by their college (with the library being considered a college when so specified) faculties for three-year terms and are limited to two consecutive terms. Faculty Senate
representatives are elected by the Senate to one-year terms. Student representatives are elected by the Student Senate and, where appropriate, the Graduate Student Association, to one-year terms (renewable once). Department chairs are elected by the Organization of Academic Department Heads Chairs and deans elected by the Council of Academic Deans, to serve three-year terms.

B. Academic Council and Associated Commissions and Committees

The purpose of the Academic Council is to advise the President and the Provost and Vice President for Academic Affairs in formulating and implementing university policy in academic matters. The functions of the Academic Council are:

1) To provide a forum for the exchange of information, concerns and recommendations among the academic constituents of the University.
2) To advise the President on matters of university governance.
3) To accept responsibilities and authority delegated to it by the President.
4) To review academic matters proposed by the students, student government, faculty, Faculty Senate, administration, Commission on Undergraduate Studies, and Commission on Graduate Studies, and to make recommendations to the President of the University and the Provost for their consideration.
5) To refer appropriate matters to the Faculty Senate, Student Senate, Commission on Undergraduate Studies, Commission on Graduate Studies, and other University committees, groups, or individuals for consideration and recommendations.

Membership consists of the President (chair); the Provost; the Academic collegiate deans; Dean of the Libraries; the Vice President for Agriculture, Natural Resources, and Research; the Vice Provost for Undergraduate Studies, the Vice Provost for Research, the chairs of the two commissions, the President of the Faculty Senate, the Vice President of the Faculty Senate (secretary), the Presidents of the Student Senate and Student Body, the President of the Graduate Student Association, a named Professor elected by the Faculty Senate, and the chair of the Organization of Academic Department Heads Chairs.

The Commissions on Undergraduate Studies and Graduate Studies report to
the Council.

1. The Commission on Undergraduate Studies reviews and recommends to the Academic Council general policies and procedures on undergraduate studies and academic affairs. Members are: the Senior Vice Provost and Dean of Undergraduate Studies (chair); the Vice Provost for Admissions and Registration; two faculty representatives from each college and one from the Library; the Faculty Senate Scholastic Policies Committee Chair; one additional Faculty Senator; the Student Senate Committee on Academic Affairs Chair; three students from different colleges nominated by the Student Body President and appointed by their collegiate dean; and a department chair head. These committees report to the Commission on Undergraduate Studies:

a. Academic Calendar Committee. The Calendar Committee makes recommendations on the basic principles of the academic calendar such as, but not limited to, amounts of time required for one academic credit; academic holidays (other than those emergencies declared by the President); and semester length. Membership includes the Senior Vice Provost and Dean of Undergraduate Studies (chair); Senior Vice Provost and Dean of the Graduate School; the President of the Faculty Senate; a member of the Faculty Senate Scholastic Policies Committee; the Registrar; and, the Presidents of the Student Body and Student Senate.

b. Admissions and Continuing Enrollment Committee. The Admissions and Continuing Enrollment Committee is responsible for establishing the predicted grade-point ratio for admission to each college within the University. This grade-point ratio will be established in consultation with the Dean of each college, the Provost, and the Director of Admissions. Vice Provost for Admissions and Registration. Students failing to meet this minimum will be admitted only upon approval of the Admissions Exceptions Committee. The only exceptions to this procedure may be student-athletes receiving athletic aid who meet NCAA freshman eligibility requirements. Members are the Senior Vice Provost and Dean of Undergraduate Studies (chair); the chair of the Student Senate Committee on Academic Affairs; a representative of the Faculty Senate Scholastic Policies Committee representative; a representative of the Student Minority Council; the Vice Provost for Admissions and Registration; the Director of Admissions; and one two faculty representative from each
college. Nonvoting members are the Director of Undergraduate Academic Services, the Executive Director of Housing, and the Registrar. There are two subcommittees of the Admissions and Continuing Enrollment Committee:

The Continuing Enrollment Appeals Subcommittee is composed of five of the nine elected faculty representatives on the Admissions and Continuing Enrollment Committee, each from a different college, and one minority faculty member appointed by the Provost. The three faculty committee members not represented on the subcommittee could be consulted regarding appeals of students from their College. Since most appeals are necessarily considered between terms (after grades are in and before registration for the next term), ability to serve at these times is a major consideration in establishing this subcommittee's membership. The Vice Provost for Admissions and Registration, Director of Undergraduate Academic Services (Chair) and the Registrar will be serve as nonvoting members.

The Admissions Exception Subcommittee is composed of the other three elected faculty representatives on the Admissions and Continuing Enrollment Committee and two one faculty member appointed by the Provost. Minority representation will be is ensured by the Provost. The applicants to be considered by the committee will consist of 1) prospective students who have been rejected by the admissions office and for whom a review has been requested; and 2) prospective students whose acceptance has been recommended by the admissions office, but who fail to meet the minimum predicted grade-point ratio requirement in the college of their choice. The Vice Provost for Admissions and Registration (Chair) and The Director of Admissions (chair) will be a nonvoting member.

c. Advising and Retention Committee. This committee recommends to the Commission on Undergraduate Studies policies and procedures concerning undergraduate academic advising and retention, and strategies for student retention. Membership consists of the Director of Undergraduate Academic Services (chair), a faculty representative from each academic college, one two representative from Student Development, one two representative from Admissions and Registration, and one representative from each of the following groups: Student Senate, Career Planning, Counseling and Psychological Services Center, Honors Calhoun
College Honors Program, and the Faculty Senate Scholastic Policies Committee.

d. Cooperative Education Committee. This committee formulates and recommends policy related to the cooperative education program. Membership consists of the Director of Cooperative Education (chair); a faculty representative from each college; a Faculty Senator; two cooperative education students on complementary schedules sharing one vote (nominated by the Cooperative Education Director of Cooperative Education and appointed by the Provost); one student representative; and a Registrar's representative.

e. Degree Progress System Advisory Committee. The duties of the Degree Progress System Advisory Committee include identifying desirable degree progress report changes, recommending programming priorities for the associated development and implementation of the reports, and bringing about successful degree progress report implementation, testing, and maintenance for their respective areas. Membership consists of the Degree Audit Coordinator (chair nonvoting), a (faculty) representative from each college (designated by the dean for an indefinite term), the Assistant Registrar, a student representative appointed by the Student Senate, the Registrar (nonvoting), the Director of Administrative Program Services DAPS System Manager (nonvoting), and a DAPS programmer from Administrative Program Services (nonvoting). The committee will meet approximately four times during the academic year. The chair is elected annually from the faculty representatives.

f. Graduation Ceremony Committee. This committee formulates and recommends policy related to academic ceremonies and coordinates faculty participation in such ceremonies. Members are the University Marshal (chair), the collegiate marshals, the Registrar, the Senior Vice Provosts, a collegiate dean Dean, and the Presidents of the Faculty Senate and the Student Body. The position of University Marshal rotates through the colleges, three year term, and is filled by an appointment by the Dean of a senior faculty member for a three year term. A collegiate marshal is usually the senior faculty member within each college.

g. Honors Committee. This committee formulates and recommends
policy and procedures for the University Honors Program, and assists the Director of the Calhoun College Honors Program in its administration. This committee reviews and recommends to the University Undergraduate Curriculum Committee all proposals for new Honors courses. Proposed curricula changes affecting existing Honors courses (e.g., change of title, change of course number) require only the approval of the Honors Director. The members are the Director of the Calhoun College Honors Program (chair); a faculty representative from each college (preferably, the chair of the appropriate college committee Honors Program Committee); the Vice Provost for Admissions and Registration; Assistant Dean of Admissions and Registration; two honors student representatives from the Calhoun College Honors Program; and a Faculty Senator.

h. Schedule Committee. This committee consists of the University Schedule Coordinator (chair), the Senior Vice Provosts, and the Schedule Coordinator of a schedule coordinator from each college (appointed by the dean for an indefinite term). The committee formulates and recommends to the Provost policies and distributional guidelines related to course scheduling and classroom assignments; reviews and adjusts course schedules and classroom requests submitted by each college; and serves to communicate changes in class schedule requirements caused by curriculum changes.

i. Scholarships and Awards Committee. This committee formulates and recommends to the Commission on Undergraduate Studies policies and procedures relating to scholarships, awards, and grants-in-aid. It selects recipients for University scholarships, and approves nominees for collegiate scholarships and awards. It also plans and coordinates the annual Honors and Awards Day, and approves athletic grants-in-aid. It approves nominees for collegiate scholarships and recommends approval of policies and procedures for the awarding of university-wide scholarships to the Commission on Undergraduate Studies. The Committee also serves as an appeals body for scholarships, awards, and grant-in-aid recipients. Membership consists of the Director of the Calhoun College Honors Program (chair); the Director of Admissions; Vice Provost for Admissions and Registration; a faculty representative from each college (normally, the chair of the appropriate college committee College Scholarships—Committee); one faculty representative from the Library; one Faculty Senator; the Director of Financial Aid; the chair of the Athletic Council; the Dean of Student Life Director of Orientation and Leadership.
Development: a student Vice President of Phi Kappa Phi; and the President of Phi Eta Sigma or Alpha Lambda Delta (in alternate years).

j. Student Academic Grievances Committee. This committee hears all appeals concerning student academic dishonesty and student academic grievances regarding faculty or administrators. In all unresolved cases, the committee makes its recommendations to the President through the Provost. Membership consists of the nine two faculty members from each college appointed by the respective college dean for three-year terms; nine two undergraduate students from each college, nominated by the Student Body President and approved by the Student Senate for one-year terms (no more than two students shall be appointed from any one college); and an Office of Student Development representative.

k. Teaching Resources and Effectiveness Committee. This committee is concerned with the improvement and evaluation of teaching and with teaching resources, including the Bookstore and audiovisual facilities. It supervises the student-teacher evaluation program. Its membership consists of the Senior Vice Provost and Dean of Undergraduate Studies, a faculty representative from each college including the Library, and one graduate and three undergraduate students (all from different colleges, rotated). The Director of Electronic and Photographic Services, a member of the Counseling and Psychological Services Center, and the Manager of the Bookstore serve as nonvoting resource members. The Provost appoints the chair.

1. Undergraduate Curriculum Committee (See Constitution, page ??). While not formally reporting to the Commission on Undergraduate Studies, this committee keeps the Commission informed of its actions.

2. The Commission on Graduate Studies examines and recommends to the Academic Council policies and procedures concerning graduate studies and graduate student academic affairs. Chaired by the Senior Vice Provost and Dean of the Graduate School, its members include two academic administrators recommended by the Provost and appointed by the President from two different colleges; one elected college dean; one two elected faculty representatives from each college and one from the Library; a Faculty Senator; and three graduate student representatives.
These committees report to the Commission on Graduate Studies:

a. Graduate Admissions Committee. This committee hears petitions by an enrolled or prospective student, or by a department on behalf of a student, with respect to continuation in or admission to the Graduate School. The committee reviews the decisions and policy interpretations made by the Graduate School administration and recommends final resolution. The committee is composed of a Faculty Senate representative, a graduate student, and a faculty member from each college awarding the doctorate degree, a faculty member from a college awarding the master’s degree only, and a fourth faculty member from a college not already represented. The members are appointed from the membership of the Commission on Graduate Studies by the Senior Vice Provost and Dean of the Graduate School, who designates the committee chair.

b. Graduate Awards Committee. This committee selects annual awardees recipients of university-wide fellowships from departmental nominations. In addition, the committee makes recommendations to the Commission on Graduate Studies and research on all matters related to university-wide awards, both monetary and special recognition awards. The committee consists of four a faculty members appointed from each college from members serving on the Commission on Graduate Studies, representing four different colleges. The Senior Vice Provost and Dean of the Graduate School appoints the members and designates the chair.

c. Graduate Student Academic Grievance Committee. This committee hears all appeals concerning graduate student academic dishonesty and graduate student academic grievances regarding faculty or administrators. Membership consists of two faculty members from different colleges serving two-year terms in collegiate rotation appointed by the deans; two graduate students from colleges not having faculty representatives, elected by the Graduate Student Association; and the Dean, Associate Dean or Assistant Dean of the Graduate School. The chair shall be the senior faculty member senior in committee service.

d. Graduate Studies Advisory Committee. This committee studies and reviews policy on academic issues, graduate student employment, and matters not specifically covered by the other standing committees. The
committee consists of four a faculty member from different each college and one graduate student. The Senior Vice Provost and Dean of the Graduate School appoints the members from the membership of the Commission on Graduate Studies and designates the chair.

e. Graduate Curriculum Committee (See Constitution, page 22) While not formally reporting to the Commission on Graduate Studies, this committee keeps the Commission informed of its actions.

C. Councils, Commissions, and Committees Reporting to the President

1. Athletic Council. Institutional control of intercollegiate athletics rests with and is exercised by the President of the University. In this capacity the President is ultimately responsible for ensuring ensuring that Clemson's athletic policies and programs are in compliance with the rules and regulations of the National Collegiate Athletic Association and the Atlantic Coast Conference, and any other such body in which the University holds membership. Authority for the administration and management of intercollegiate athletic programs is exercised by the Director of Athletics Director who is accountable to the President of the University through the Vice President for Student Affairs.

The principal function of the Athletic Council is to advise the Clemson University Administration, through the Vice President for Student Affairs, on all major decisions affecting the administration of the Athletic Department. The Athletic Council shall recommend policy on intercollegiate athletics to the Director of Athletics Director and, when appropriate, to the President. Specific duties of the Athletic Council include:

a. Monitoring the recruitment, scholastic eligibility, and academic progress of student athletes.

b. Reviewing athletic schedules and ticket prices.

c. Advising the university's faculty representative to the NCAA and ACC on matters of pending legislation.

d. Evaluating athletic policies and programs to ensure their compatibility with the overall aims and mission of the university.

e. Participation in the screening and selection of applicants for the position of Director of Athletics Director.
The Athletic Council is composed of 2-3 24 voting members chosen or appointed as follows:

a. Two elected faculty representatives from each college and one from the Library. In addition, the colleges and the library shall each elect one alternate who shall have voting rights and shall serve on the Athletic Council in the absence of the elected representative. Faculty representatives serve staggered three-year terms. Consecutive terms are permitted.

b. Three full-time enrolled members of the student body, one each appointed by the President of the Student Body, the President of the Student Senate, and the President of the Graduate Student Association.

c. Two full-time enrolled student athletes, one representing revenue-producing sports and one from Olympic (nonrevenue producing) sports, appointed by the Director of Athletics Director.

d. One representative of the Clemson Alumni Association appointed by the Alumni National Council.

e. One member of IPTAY who may be the President of IPTAY or the President's designate - designee.

f. The President of the Faculty Senate or a member of the Faculty Senate nominated by the President of the Senate and elected by the Advisory Committee of the Faculty Senate.

g. Three at-large appointees of the President of the University; one of whom shall be from Student Affairs. Presidential appointees serve two-year terms, once renewable.

h. One member of the Commission on Classified Staff Affairs appointed by the Chair of the Commission.

i. One representative (unclassified field staff) appointed by the Extension Senate.

Student members of the Athletic Council serve one-year terms consecutive up to two years. Except as described above, all other voting members of the Athletic Council serve one-year terms consecutive up to three years. The term of membership begins on May 16th of each year and ends on May 15th of the subsequent year.

Ex-officio nonvoting members include the Associate Athletic Director for Director of Institutional Compliance, the University's NCAA/ACC representative, the Director of Athletics Director, one Associate Director
of Athletics designated by the Director of Athletics, the Vice President for Student Affairs, and the chair of the University Scholarship and Awards Committee, and the Senior Women's Administrator.

At the biennial March meeting of the Athletic Council the voting members elect from the regular, full-time faculty members a Chair and Vice Chair whose two-year terms commence at the first Athletic Council meeting after May 15th of that year. All regular, full-time faculty Athletic Council members are eligible for election to these offices regardless of the length of time remaining on their terms.

There are three four standing committees of the Athletic Council:

a. Admissions and Scholarships monitors the scholastic eligibility, admissions, and academic progress of student athletes.

b. Facilities and Planning reviews athletic building programs and facilities and advises the Council on matters of long-range planning.

c. Policy and Regulations monitors and reports on compliance with NCAA/ACC regulations and reviews and comments on the Council's internal policies and procedures of the Athletic Council.

d. Campus Relations monitors the university community's perception of athletic program issues.

For additional information about the Athletic Council, its officers, and Committees refer to Clemson University Athletic Council Policies and Procedures, available from the Office of Student Affairs.

2. President's Commission on the Status of Women. The Commission was established at Clemson to improve the quality of life for women at Clemson. The Commission's charge is to discern the status of women at Clemson University and document findings, discover and pursue the removal of institutional barriers identified by the Commission, collect information and conduct research regarding issues that affect women, including the study of practices followed by other Commissions on Women at other universities, and explore problem areas that limit equal opportunities and advancement. The Commission publicizes the role of the University in improving the status of women at all levels. Membership of the Commission consists of seven members of the faculty, six members of the classified staff, and other nonvoting university faculty and staff as designated by the President. Members are appointed by the President of
Clemson University for three-year staggered terms beginning in August from nominations of the Faculty Senate and the Classified Staff Commission. The Chair of the Commission is appointed by the President of the University for a three-year renewable term after consultation with the Commission. The Chair appoints a Deputy Chair for a one year term.

3. University Names Committee—Officially named the The Special Advisory Committee on Names to the Board of Trustees. This committee recommends appropriate names for university lands and facilities. The faculty members of this committee are nominated by the chair of the committee from members of the faculty who have long terms of service with the University. Faculty and nonfaculty members are appointed annually by the President of the University to annually renewable terms. The chair is appointed by the President.

4. Facilities Planning Committee. The purpose of the facilities planning committee is to establish a broad-based, University-wide committee to provide general oversight for all University physical facilities including land use. The committee is vested with limited executive authority to enhance day-to-day operations of physical facilities. This committee functions to study, formulate, and recommend to the President's Staff general policies and procedures relating to physical facilities of the University and to prepare recommendations to ensure that the University's long range goals and objectives are achieved. The responsibility of the committee is to formulate policies and recommendations to:
   a. Establish priorities for Permanent Improvement projects;
   b. Ensure conformity with the University Campus Master Plan;
   c. Ensure conformity with the University Landscape Master Plan;
   d. Ensure coordination of efforts within the area of University telecommunications relative to facilities;
   e. Provide general direction for construction, renovation, remodeling, maintenance, and utilization of physical facilities both above ground (buildings) and below ground (utilities and tunnels); and
   f. Provide general direction for other special circumstances involving physical facilities, i.e., shortage of domestic water, space utilization, asbestos abatement, etc.

Voting members of the committee are: the Vice President for
Administration and Advancement Business and Finance (Chair); Chief Facilities Officer Associate Vice President, Facilities Planning and Management (Vice Chair); a representative appointed by the appropriate Vice President of each of the following areas: Academic Affairs; Administration, Agriculture, and Natural Resources, and Research; Institutional Advancement; and Student Affairs; the President of the Faculty Senate; the Dean of Architecture; a member of the Council of Deans; three faculty representatives elected by the Faculty Senate; the President of the Student Body; the President of the Student Senate; a representative appointed by the Commission on Classified Staff Affairs; and the chairs of the Committee on Access and Accommodations for Individuals with Disabilities, the Safety and Fire Prevention Committee, and the Parking and Traffic Committee, the chair of each sub-committee reporting to the Committee. Nonvoting members include a representative from each of the following: Facilities Planning and Design, Facilities Maintenance and Operations, and the Newsletter Office; Architectural and Engineering Services, and Public Affairs.

The Committee's charge is to: a. Determine, with adequate input from the various campus offices, the short and long range needs in the area of physical facilities; b. Establish, again with adequate input from the various campus offices, in an orderly and consistent manner a priority system for recognized University needs in the area of physical facilities; c. Assure that every effort is made to obtain adequate funding for recognized needs to include adequate and timely requests to appropriate state authority for bond funds and extensive research into federal and other alternative funding sources; d. Assure timely, thoroughly researched submissions to state authority of both the Overall Permanent Improvements Program and the annual Permanent Improvements Program; e. Assure timely and well-coordinated effort in the University's space utilization program including up-to-date inventories and equitable allocation of available classroom, laboratory, office, and other functional space.

Subcommittees of the Facilities Planning Committee are: Safety and Fire Prevention, University Parking and Traffic, and Committee on Access and Accommodations for Individuals with Disabilities.

a. Safety and Fire Prevention Committee. (Moved to Student Affairs).

b. University Committee on the Handicapped. (See 5. below)
5. Committee on Access and Accommodations for Individuals with Disabilities. This committee functions to ensure that physically and mentally handicapped persons with physical and mental disabilities have the opportunity to participate fully in university programs and activities and are protected from discrimination in the pursuits of employment and education. The committee evaluates university programs and activities as they affect qualified handicapped individuals with disabilities, monitors compliance by the University with applicable federal laws and regulations, and makes policy and procedure recommendations to the President. The committee consists of one representative from each college and the Library; one representative from the Office of Human Resources Access and Equity nominated by the Director of Access and Equity that office; one representative from the Physical Plant nominated by the Chief Facilities Officer Vice President for Business and Finance; one counselor from the Counseling Center and Counseling and Psychological Services Center nominated by the Vice President for Student Affairs; one disabled handicapped student nominated by the Adviser to Handicapped Students Coordinator of Disability Services for a one-year term; one Faculty Senate representative; the Coordinator of Disability Services Adviser to Handicapped Students; and the General Counsel, Executive Officer, President's Office. The chair is authorized to request attendance by the Director of Public Safety, the Campus Master Planner, and the Athletic Director when an agenda item requires their expertise. Members are appointed by the President for three-year terms except as otherwise indicated. The chair is elected annually by the committee.

e. The Traffic and Parking Committee. (Moved to Student Affairs)

6. Group Insurance Committee. This committee investigates group insurance programs for faculty and staff, and makes recommendations to the President. It also recommends disposition of any excess income on group insurance programs. Membership consists of the Director of Payroll and Employee Benefits Program (chair); the chair of the Faculty Senate Welfare Committee; the Director of Human Resources Assistant Director of Personnel; and six faculty or staff members appointed by the President to three-year terms.
7. Strategic Planning Committee. Advises the President on Strategic Planning for the University. Analyzes trends and recommends specific courses of action to the President. Members are appointed by the President.

a. Environmental Scanning Subcommittee. This committee surveys the internal and external environment to identify and analyze trends that affect strategic planning. Members are appointed by the President upon recommendation of the Chairs of the Strategic Planning Committee or the Environmental Scanning Subcommittee for three-year terms.

8. Honorary Degree Selection Committee. This selection committee shall be established consisting of the Provost and Vice President for Academic Affairs, who shall serve as chairperson; the President of the Faculty Senate, who shall serve as Secretary; the most recent past president of the Faculty Senate currently in the employ of Clemson University; two Alumni Distinguished Professors nominated by the Alumni Distinguished Professors themselves; one Endowed Chair/Titled Professor to be nominated by their own group; the Chairperson of the Institutional Advancement Committee of the Board of Trustees, and the Chairman of the Board of Trustees. The two Alumni Distinguished Professors and the Endowed Chair/Titled Professor are shall each be appointed for a three-year term. The Committee shall evaluate the candidates and submit its recommendations for the awarding of honorary degrees to the President of the University. The President forwards his recommendation to the Board of Trustees for approval.

9. The President's Cabinet. The President's Cabinet advises the President of the University on policy decisions affecting all areas of the University and serves as a communications forum between the President and the various administrative divisions of the University. Chaired by the President, the Cabinet is composed of the Vice Presidents; the Special Assistant to the President; the University Legal Counsel; the Associate Vice Presidents for Institutional Advancement and for University Relations; the President of the Faculty Senate; the President of the Student Body; a representative of the Classified Staff Commission; the Director of News Services; and the Assistants to the President for Public Affairs and Human Resources; the Executive Secretary to the Board of Trustees; the General Counsel; the Chief Alumni and Development Officer; the Chief Financial Officer; the Chair of the President's Commission on
the Status of Women; the Chief Public Affairs Officer; the Director of News Services; the Director of Access and Equity; the President of the Classified Staff Commission; the President of the Extension Senate; the President of the Faculty Senate; the Executive Director of Governmental Affairs; the President of the Student Body; the President of the Graduate Student Association; the Executive Secretary of IPTAY; and others as designated by the President.

10. The Commission on Classified Staff Affairs studies, formulates, and recommends general policies and procedures to the President's Cabinet concerning the staff employees of the University, including job skill development, compensation, benefits, and welfare. Membership (three year terms) The distribution of elected members among vice presidential areas is based upon an approximate 1:100 ratio of classified employees within a Vice Presidential each area. For a precise breakdown of membership representation, see Clemson University Commission on Classified Staff Affairs Policies and Procedures. Annual elections are held annually and elected members serve three year terms. The Director of Human Resources, Personnel Division (nonvoting) and Director of Recruitment and Staff Development serve as nonvoting members. Payroll and Employee Benefits (nonvoting). For a precise breakdown of membership representation, see Clemson University Commission on Classified Staff Affairs Policies and Procedures. The chair is elected annually from the voting membership.

a. Executive Committee. The Executive Committee consists of the chair, vice-chair, immediate past chair, the chairs of the standing Committees, treasurer, and the ex-officio members. The committee will propose the annual agenda and refer items to the appropriate committees.

b. Communication Committee. This committee studies classified staff concerns; serves as a forum for communication of ideas; and develops a systematic means for communication to all classified staff employees existing university policy, specific actions and feedback concerning all matters considered by the Commission. There are two permanent subcommittees shall exist: the Mail Subcommittee shall collects, opens, acknowledges, forwards, and logs all mail, and the Election Subcommittee, shall which handles the annual elections.

Welfare Committee. The welfare committee considers development of job and supervisory skills, compensation, benefits, and other items pertaining to the welfare of the classified staff employees.
Policy Committee. This committee formulates and recommends university-wide policies and procedures related to classified staff employees.

c. Policy and Welfare Committee. The Policy and Welfare Committee formulates and recommends university-wide policies and procedures related to classified staff employees. The committee also considers development of job and supervisory skills, compensation, benefits, and other items pertaining to the welfare of the classified staff employees.

D. Committees Reporting to the Provost and Vice President for Academic Affairs

1. Alumni Distinguished Professors Committee. This committee meets periodically to explore interdisciplinary concerns and advise the Provost on teaching awards, candidates for the Master Teacher in Residence, and such other matters as the Provost brings to their attention. Membership consists of all Alumni Distinguished Professors with the chair elected by the members.

2. Computer Advisory Committee. This committee reviews and advises on policies for the Division of Computing and Information Technology. Membership consists of the Vice Provost for Computing and Information Technology (nonvoting); one two faculty representatives from each college and one from the library; a faculty senator; an undergraduate student; a graduate student; and a staff member from each of the following offices: student affairs, development, and finance. The chair is elected annually from the committee membership.

3. Faculty Development Committee. This committee formulates and recommends policy related to faculty professional development. Membership consists of a Senior Vice Provost; one faculty representative from each college and the library; and one department chair elected by the Organization of Academic Department Chairs. One of the faculty representatives shall be designated as chair by the Provost.

5. Faculty Manual Committee. This committee shall regularly review the Faculty Manual to ensure that its contents are current and accurate.
and may draft proposed revisions for submission to the relevant authorities for their consideration. All changes shall be referred to this committee to be edited into the proper form. The edited changes are then forwarded through the Faculty Senate to the Provost for administrative approval. The committee shall report to the Provost and the Faculty Senate on its activities annually or on request. Membership consists of the Faculty Senate Policy Committee Chair; three faculty members from different colleges elected by the Faculty Senate (three-year terms); one academic dean, associate dean, or assistant dean selected by the Council of Academic Deans for a one-year term; and a nonvoting staff resource person appointed by the Provost. The chair is designated by the Provost.

4. Faculty Salaries and Fringe Benefits Committee. Membership consists of the chair of the Faculty Senate Welfare Committee; four faculty members appointed by the Provost for three-year terms; the chair of the Organization of Academic Department Chairs Heads; and a college dean elected by the Council of Academic Deans. The chair shall be designated by the Provost. Selected staff members from the Office of Administration and Advancement Business and Finance shall be appointed as nonvoting resource members by the Vice President for Administration and Advancement Business and Finance.

5. Fine Arts Committee. This committee is charged with the general oversight, coordination and promotion of the cultural and artistic enrichment of campus life. It reviews the annual program of University fine arts activity and provides advise and guidance in the planning and execution of this program. The Fine Arts Committee shall appoint representatives to the advisory committees of campus organizations which regularly program fine arts events. Membership consists of one faculty representative from each college; a representative of the classified staff selected by the Staff Commission; a faculty senator; an undergraduate student representative; a graduate student representative; and an appointee of the Provost. The committee annually elects its own chair.

6. Libraries Advisory Committee. This committee reviews and advises on policies for the University Libraries. Membership consists of the Director Dean of Libraries (nonvoting); one faculty representative from each college; a Faculty Senator; an undergraduate student representative; and a graduate student representative. The chair is elected annually from
the committee membership.

7. University Assessment Committee. This committee reviews the progress and reports of the departments, colleges and units as to institutional effectiveness. The Committee is responsible for preparing the annual report on institutional effectiveness to the South Carolina Commission on Higher Education. It reviews and recommends policy related to university assessment and ensures that assessment procedures are consistent with current goals and planning objectives. Membership consists of one faculty representative from each college; a Faculty Senator; an undergraduate student representative; a graduate student representative; a representative from the Office of Student Affairs; a representative from Admissions and Registration; a representative from the Office of Institutional Advancement; the Director of Assessment; and the Head of Institutional Research. The Chair is appointed by the Provost from among the faculty members.

This committee provides leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance the effectiveness of the University. The committee develops and recommends university-wide assessment policies, assists in developing assessment procedures that meet accepted standards for data collection and analysis, reviews assessment procedures for consistency with goals and objectives, reviews results of assessment activities and recommends improvements, reviews the progress of the university in implementing assessment activities, reviews all assessment reports and coordinates the preparation of annual reports for the state Commission on Higher Education, strives to ensure that assessment information is not misused, and monitors the effects of assessment to ensure that assessment results are used in subsequent planning activities.

Members of the Assessment Committee with three-year terms include: two representatives from each college and one from the library appointed by the respective deans, two representatives from different areas of Administration and Institutional Advancement appointed by the Vice President for Administration and Institutional Advancement, and two representatives from Student Affairs appointed by the Vice President of Student Affairs. Two undergraduate students are appointed by the Vice President for Student Affairs for two-year terms. A representative of the Faculty Senate, one college dean appointed by the Council of Academic Deans, and one graduate student appointed by the Dean of the Graduate
School serve one-year terms. The Directors of Assessment and of Planning are ex-officio, nonvoting members. The Head of Institutional Research and other nonvoting members, recommended by the committee and appointed by the Provost for one-year term, serve as resource persons for the committee. The vice-chair is elected annually by the committee and will succeed the chair the following year. The chair remains as a member of the committee for the year following his tenure as chair. The three members, chair, vice-chair and former chair, do not count against allocations from the colleges.

8. Financial Aid Committee. This committee reviews and recommends policy on financial aid to the Provost and Vice President for Academic Affairs. Members are the Director of Financial Aid; a graduate student representative; one undergraduate student selected by the Student Senate President; one undergraduate student elected by the Minority Council; and four faculty members elected by the Faculty Senate to two-year terms.

9. Innovation Fund Awards Committee. This committee administers the Clemson University Innovation Fund, which provides a source of funding for unique ideas that do not have an alternative University funding source; provides an incentive for innovative initiatives and programs that have a mutual benefit to the University; and promotes the application of skills, techniques, and knowledge of two or more disciplines toward a common goal or goals. Priority is given to proposals that support initiatives that enhance or improve undergraduate education. The Fund is not intended to support proposals for which other university funding sources exist.

The committee reviews and evaluates the merits of proposals received. Proposals are given priority based on uniqueness, need, and overall benefit to the University. Members of the committee are the Provost and Vice President for Academic Affairs; the Vice President for Agriculture, Natural Resources, and Research; the Chair of the Assessment Committee; the Chair of the Strategic Planning Committee; an Endowed Chair; and an Alumni Master Teacher. The Provost appoints the Alumni Master Teacher and the Endowed Chair. The Provost chairs the committee.

Information concerning the preparation of proposals can be obtained from the Office of the Provost and Vice President for Academic Affairs.

E. Committees Reporting to the Vice President for Agriculture, Natural Resources, and Research
1. Animal Research Committee. This committee consists of the University Veterinarian; the University Animal Facilities Administrator; a faculty member from each academic college having animal facilities; a wildlife specialist; and a resident of a local community, not an employee of the University. Committee appointments are made by the Vice President for Agriculture, Natural Resources, and Research for indefinite terms. The committee elects the chair. The committee is the principal university advisory group on the humane care and use of animals. It maintains oversight of the university animal programs, facilities, and procedures, and reviews the care and use of all animals included in the University Policy.

2. Institutional Biosafety Committee. This committee consists of the Associate Vice President for Research Compliance; four faculty members from disciplines relevant to recombinant DNA technology; two residents of the local community, not employees of the University; and one nondothedral laboratory technician. All members and chair are appointed by the Vice President for Agriculture, Natural Resources, and Research to serve indefinite terms. This committee reviews and approves all recombinant DNA activities conducted at or sponsored by the University and assesses the facilities, procedures, practices, and the training and expertise of personnel engaged in recombinant DNA, chemical hazards, and biohazards research activities conducted at or sponsored by the University. It also assesses the facilities, procedures, practices, and the training and expertise of personnel engaged in recombinant DNA activities.

3. Committee for the Protection of Human Subjects. This committee consists of the Associate Vice President for Research Compliance (chair); one faculty member from each academic college having a significant number of activities involving human subjects; a medical doctor, nominated by the Vice President for Student Affairs; and a resident of the local community, not an employee of the University. All members are appointed by the Vice President for Agriculture, Natural Resources, and Research to serve indefinite terms. This committee, functioning as the Institutional Review Board, approves all University activities of the University that involve human subjects and ensures that the rights and welfare of subjects are adequately protected, that the risks to subjects are outweighed by potential benefits, and that the informed
consent of subjects is obtained by methods that are adequate and appropriate.

4. Patent Committee. This committee consists of the Associate Vice President for Research (chair); the University Legal Counsel (secretary); the Associate Vice President for Sponsored Programs; the Dean and Director of the S.C. Agricultural Experiment Station; the associate deans of the Colleges of Engineering, Sciences, and Commerce and Industry; one faculty member elected by the Faculty Senate, twice renewable; one faculty representative each from the colleges of Agricultural Sciences, Engineering, Commerce and Industry, and Sciences; two members representing the other colleges of the University, for one-year rotating terms; one graduate student representative; one undergraduate student nominated by the Dean of Student Affairs for a one-year term. This committee recommends patent policy to the Vice President for Research, approves or disapproves patent proposals, submitted in accordance with University patent policies, and makes recommendations to individuals and administrative units submitting patent proposals and to the Vice President for Research.

4. Intellectual Property Committee. This committee consists of a Chair appointed by the Vice President for Agriculture, Natural Resources, and Research; the Senior Contract Advisor; the University Legal Counsel General Counsel (secretary); a representative from Administration and Advancement; an associate dean from each college; one graduate student representing the Graduate Student Association, for a one-year term; one undergraduate student nominated by the Dean of Student Affairs for a one-year term. All appointments are made by the Vice President for Agriculture, Natural Resources, and Research, upon recommendation from the academic deans, where appropriate. This committee recommends intellectual property policy to the Vice President for Agriculture, Natural Resources, and Research; approves or disapproves patent and other intellectual property proposals submitted in accordance with patent policies of the University; and makes recommendations to the Vice President for Agriculture, Natural Resources, and Research.

5. Research Advisory Committee. (Currently inactive - recommend reconstituting) The committee consists of the Associate Vice President for Research (chair); Associate Vice President for Sponsored Programs; one faculty representative from each of the colleges of Agricultural Science, Engineering, Commerce and Industry, Sciences; and Forest and
Recreation Resources—two members representing the other colleges, for one-year rotating terms. Members, whenever possible, should have research experience. The committee recommends policies and procedures that enhance the University faculty research program to the Vice President for Research.

5. University Research Grant Committee. This committee consists of the Associate Vice President for Research (chair) and one faculty representative elected for three-year terms by the faculty from each college. The chair is elected annually by the committee. This committee receives applications from faculty members in all departments of the University for grants in support of research. Eligible faculty are those with tenure or tenure-track status or emeritus faculty. Only one submission per person is allowed. Faculty who have received a URGC grant within the previous two years are not eligible. The committee makes grants to new faculty members initiating research and to faculty members initiating research in a new area or in areas where other sources of support are inadequate or nonexistent. Priority is given to new faculty (5 years or less at Clemson). Grant applications may be obtained from the Office of Sponsored Programs. Applications are solicited annually through announcements in the Clemson Newsletter. The committee also administers the Provost Research Awards Program.

F. Organizations Committees Reporting to the Vice President for Student Affairs

1. Safety and Fire Prevention Committee. This committee serves to counsel and support the University Safety Coordinator and assist in the development of safety policy and programs. It consists of the University Safety Coordinator; the Director of Athletics (or designee); the Director of Student Health Services; the Manager of the Clemson Forest; one faculty member from each college of the Colleges of Agricultural Science, Engineering, Nursing, Sciences, and Commerce and Industry (nominated by the deans of the colleges for three-year terms); one Physical Plant Facilities Maintenance & Operations member nominated by the Director of the Chief Facilities Officer Physical Plant for a three-year term; a member of the Office of Business and Finance nominated by the Chief Financial Officer that Vice President for a three-year term; a graduate student representative; an undergraduate student representative; and a
Faculty Senate representative. All are appointed by the Vice President for Student Affairs President of the University, who also designates the chair.

2. Alcohol and Other Drugs Awareness Task Force Committee. In addition to organizing programs and disseminating information regarding alcohol and drugs, this committee studies and recommends policy to the Vice President for Student Affairs. The committee consists of three Student Affairs staff members and two faculty members appointed by the Vice President for Student Affairs; two faculty members elected by the Faculty Senate; seven undergraduate students, six elected by the Student Senate and one elected by the Panhellenic Council/Interfraternity Council; one staff member from the University Police Department; and the Coordinator of Alcohol and Drug Education. This committee is made up of representatives of designated various departments within the University as well as from the local community. The Vice President for Student Affairs will appoint members to represent the following areas: University Union, University Housing, Counseling and Psychological Services, Health Services/Medical Services, Health Services/Health Education, Public Safety, Peer Health Educators, Athletics, County, Student Government, Public Affairs/Publications, Clemson City Police, Fraternities and Sororities, Campus Ministry, the Graduate Student Association, and other individuals as appropriate. Two faculty members are will be appointed by the Faculty Senate. The chair is elected annually by the committee.

2. Athletic Council. (Moved to President)

3. Greek Affairs Committee. This committee studies and recommends all policy on fraternities and sororities to the Vice President for Student Affairs. The committee consists of the Advisor for Greek Affairs; the President of the Panhellenic Council; the President of the Interfraternity Council; the President of the Pan-Greek Council; the Associate Director of Housing Residential Life; two faculty members elected by the Faculty Senate to two-year terms; and one independent student nominated by the Student Body President. The chair is designated by the Vice President for Student Affairs.

4. Media Advisory Board. The duties of the Media Advisory Board
include advising the Joint Media Advisor on any matter concerning the operation of the media, hearing complaints and suggestions from any person concerning any media organization or the media in general, and accepting or rejecting the annual budget proposal as presented by the joint media advisor. The board consists of the Joint Media Advisor (chair), an administrator appointed by the Vice President for Student Affairs, one member of the faculty elected by the Faculty Senate, one nonfaculty employee from University Relations Public Affairs, two members of the Student Senate elected by the Student Senate to serve one-year terms, two students-at-large selected by the President of the Student Body to serve one-year terms, the editors of TAPS and The Tiger, Chronicle, and Reveille, and the program director of WSBF, and the president of Clemson Cable Network (CCN).

5. Recreation Advisory Committee. This committee studies, formulates, and recommends all policy relating to physical recreation facilities and programs to the Vice President for Student Affairs. The committee's membership consists of two undergraduate students selected by the President of the Student Senate; a graduate student representative; three faculty members (one from the Department of Parks, Recreation and Tourism Management) elected by the Faculty Senate for three year terms; one staff member each from the offices of Business and Finance, Student Affairs, and Institutional Advancement (each selected by the appropriate Vice President or Director); the Director of the University Union and Student Activities (nonvoting); the Director of Fike Campus Recreation Center (nonvoting); and the Director of Tennis; and a member of the Classified Staff Commission. The chair is elected annually by the committee.

6. Student Health Committee. This committee formulates and recommends policy on food services, health service, counseling/career planning, and student insurance to the Vice President for Student Affairs. Members are the Director of Health Services Redfern Health Center; the Director of Counseling and Psychological Services Center; the Business Manager of the Office of Business Director of Campus Services; the Associate Dean of Student Development; the Associate Director of Residential Life Housing; the chair of the Student Senate Food and Health Committee and one member of that committee nominated by the chair; one undergraduate student nominated by the Student Body President; one undergraduate student appointed by the Vice President for Student
Affairs; one graduate student representative; and one faculty member elected by the Faculty Senate to a two-year term. The chair is designated by the Vice President for Student Affairs.

7. University Union Board. The Board governs the Clemson University Union and has the responsibility for all program activities of the Union. It formulates and recommends policy to the Vice President for Student Affairs. The board consists of six students; a faculty member elected annually by the Faculty Senate; the University Union Director of the University Union and Student Activities (nonvoting); and the Union Program Director (nonvoting). The student members are the President, Vice President, and Secretary of the Union; the chair of the Union Program Committee; and two students appointed by the Student Senate; and chairs of the seven program committees. The President Director of the University Union and Student Activities Affairs is chair.

8. The Traffic and Parking Committee. This committee advises the Vice President for Student Affairs Vice President for Administration to the President’s Office on all matters pertaining to traffic and parking. It consists of a chair, appointed by the President Vice President for Student Affairs; a representative of the Office of Student Affairs the Student Affairs Deans’ Office; the Director of Public Safety; the Supervisor of Grounds and Special Services; the Campus Master Planner; a representative of the Housing Office; a member of the Athletic Department; the chair of the Traffic and Grounds Committee of the Student Senate; a member of the Civil Engineering Department with appropriate expertise; one faculty member nominated and appointed by the Provost for a three-year term; a Faculty Senate representative; one graduate student representative; and one undergraduate student nominated by the Vice President for Student Affairs for a one-year term. Faculty and student members are appointed by the Provost.

9. Student Advisory Board. This group consists of eighteen students ranging from freshmen to graduate students reflecting the diversity of the student body at Clemson University. This group is responsible for communicating thoughts/ideas/suggestions on ways of improving student life at Clemson to the Student Affairs Administration. Issues include health service operations, security issues, bookstore services, career services, parking and shuttle services, computer services, etc. This group
meets on a monthly basis and is chaired by the Student Affairs Director of Management Services.

G  Committees and Boards Reporting to the Vice President for Business and Finance Administration and Advancement

1. Accident Review Board. This committee consists of the Director of Risk Management (chair) from Administration and Advancement; and Safety (chair); one representative from each Vice Presidential area; representatives of the Faculty Senate; Classified Staff Affairs; the Organization of Academic Department Heads; Student Government; and representatives from Research Services; Student Affairs; Agriculture, Forestry and Life Sciences; Faculty Senate; Classified Staff Affairs; Student Government; Campus Services; Public Safety; and Transportation Services. In accordance with State guidelines, the board reviews accidents which involve University vehicles belonging to the University according to State guidelines. The Board also makes recommendations to the appropriate agencies or departments for improving safety.

2. Bookstore Advisory Committee. This committee reviews and advises on policies for the University Bookstore. Membership consists of the Manager of the Bookstore (nonvoting); one faculty representative from each college and one from the Library; a representative of the Faculty Senate; an undergraduate student representative; and a graduate student representative; a representative from the classified staff; and the Director of Campus Services (nonvoting). The chair is elected annually from the committee membership.

3. Vending Machine Committee. This committee consists of the Budget Director (chair); the Provost; the Vice President for Student Affairs; the President of the Faculty Senate; the President of the Graduate Student Association; the President of the Student Body; and the Assistant Vice President for Business Services Director of Fiscal Affairs or their designees. The committee reviews requests from university departments or organizations for the funding of special activities from the Vending Machine Fund.

H  Other University Councils and Committees Organizations
1. The Council of Academic Deans. This group advises the Provost and Vice President for Academic Affairs on policy questions and serves as a forum for communication between the Provost and the several colleges. Chaired by the Provost, membership includes the senior vice provosts; the College collegiate deans; the Vice President for Agriculture, Natural Resources, and Research; Director of University Research; the Dean of Libraries; the Director of Computing and Information Technology; and the President of the Faculty Senate; and others as designated by the Provost.

2. Organization of Academic Department Chairs Heads. This group serves as a forum for communication between the Academic Department Chairs Heads and others at the University, such as the Faculty Senate, the Council of Deans, the Academic Council, and the University Administration. This organization also provides advice on academic and administrative matters. An Executive Committee composed of a member from each college represents the group between meetings of the membership.
December 4, 1995

To: Dean Jim Barker  
    Dean Tom Keinath  
    Dean Tom Skelton  
    Dean Jerry Trapnell

RE: COMMITTEE ON THE QUALITY OF MINORITY STUDENT LIFE

In recent discussions with our Minority Council, it is evident that we have some strong issues/concerns in our student body regarding minority student life. A Committee on the Quality of Minority Student Life is being formed to start identifying those issues and seeking solutions to those concerns/problems.

Would you please give me the name of one faculty member to represent your college (colleges for Jerry) to serve on this important committee. The charge to the committee will be to conduct yearly reviews of all aspects of minority student life to include recruitment, enrollment, services for minority students, minority student retention programs, minority student activities, use of student services by minority students, graduation, employment and alumni, and programs and participation. The committee will consider the impact of these programs on the quality of minority student life at Clemson. I have asked Dr. Joy Smith to chair the committee with the first meeting being held in early January.

Thanks for your input to this process; I know you will have a keen interest in the findings of this committee.

Almeda Rogers Jacks

cc Provost Charles Jennett  
    Dr. Joy Smith
MEMORANDUM

TO: Budd Bodine

FROM: J. Charles Jennett

SUBJECT: FS96-1-1 P Resolution on the Faculty Workload Database System

I appreciate receiving Resolution FS96-1-1 P on the Faculty Workload Database System and your input recommending the discarding of such a system.

I will be glad to work with you to appoint a faculty committee to help develop an appropriate workload database. However, the current workload database is only one of many and was developed in response to a specific request by the State. I did not feel I could turn down the request for this information because it existed. However, I do think the request to develop a more effective database which can be modified easily including terms of quality would be appreciated by all parties concerned. I also want you to know that we are doing everything possible to get the information off of Form 2 so that there will be no extra work.

I look forward to working with you in this matter.
In Case of Fire...

DO:  
- Keep calm  
- Report the fire by calling 911  
- Advise other employees  
- Use nearest stairwell  
- Close doors and windows  
- Keep low, under the smoke  
- Use an extinguisher on a small fire  
- Go to assigned assembly area  
- Direct firefighters to emergency

DON'T:  
- Panic  
- Assume the fire has been reported  
- Try to quickly gather belongings  
- Use elevator  
- Break windows  
- Run through smoke-filled areas  
- Use an extinguisher on a large fire  
- Become a "spectator" once outside  
- Go back into the building
HOW TO REACT WHEN A FIRE OCCURS

SHOULD YOU FIGHT THE FIRE?

Before you begin to fight a fire you need to:

- Call the fire department.
- Make sure the building is being evacuated.
- Determine that the fire is confined to a small area and is not spreading.
- Confirm that there is a clear path to an exit which is not threatened by the fire.
- Know how to use the extinguisher.

HOW TO EVACUATE SAFELY

If you've determined the fire is too large for you to fight, leave the area and...

- Close, but don't lock, all doors behind you.
- Use the nearest stairwell exit; do not take the elevator. Remember, if there is smoke in the hallway, stay low, under the smoke.
- Meet in a pre-determined, designated area so a head count can be made.

WHAT TO DO IF YOU ARE TRAPPED

You can survive even if you're trapped in a burning building. To increase the amount of time you have before the firefighters reach you, remember the following...

- Call the fire department and tell them exactly where you are.
- Put as much distance between yourself and the fire as possible. Close all doors as you go, testing each one for heat with the back of your hand. If it is warm to the touch, don't open it.
- Seal any cracks or vents by using paper, cloth, tape or anything you can find. Turn off the ventilation system, if possible.
FIRE EXTINGUISHERS

Fire extinguishers save lives and property by putting out or containing small fires until the fire department arrives. Even against small fires, however, extinguishers are useful only under certain conditions...

- The operator must know how to use them. There is no time to read instructions during an emergency.
- They must be within easy reach and in working order, fully charged.
- They need to be kept near the exit. The user needs to have an escape route that will not be blocked by fire.
- They should match the type of fire you are fighting.
- They must be large enough to put out the fire. Most portable extinguishers discharge completely in as few as eight seconds.

OPERATING A FIRE EXTINGUISHER

Before using your extinguisher, make sure your back is to an exit and that you are standing six to eight feet from the fire.

PULL the pin: Hold the extinguisher with the nozzle pointing away from you and pull out the pin located below the handle. This unlocks the operating lever and allows you to discharge the extinguisher.

AIM low: Point the extinguisher nozzle at the base of the fire.

SQUEEZE the lever: Squeeze slowly and evenly to release the extinguisher.

SWEEP from side to side: Move carefully toward the fire until the flames are out.
Sample Floorplan

Figure one.

- Primary Exit
- Secondary Exit
- Fire Extinguisher
- Fire Alarm
MINUTES
FACULTY SENATE
April 9, 1996

1. **Call to Order.** President Ashby B. Bodine, II, called the meeting to order at 3:31 p.m.

2. **Approval of Minutes.** The Faculty Senate Minutes of March 12, 1996 were approved as distributed.

3. **Committee Reports**

   a. **Committee Reports**

      **Finance Committee.** Senator Roger Doost explained highlights of the Finance Committee Summary of Accomplishments: 1995-95 Academic Year (Attachment A).

      **Policy Committee.** Senator Bill Hare stated that this Committee continued to work on Faculty Manual revisions and submitted a Final Report (Attachment B).

      **Research Committee.** Senator Gary Powell thanked Committee members and informed the Senate that he had shared the Faculty Senate Research Committee Survey and Data with members of the Council of Deans and staff of the Office of Sponsored Programs.

      **Scholastic Policies Committee.** Senator Shelley Barbary thanked Committee members, and stated that their Committee agenda was complete.

      **Welfare Committee.** Senator Kathy Neal Headley stated that this Committee still has work to continue, and submitted the Welfare Committee Report dated March 13, 1996 (Attachment C).

   b. **University Commissions and Committees**

      1) Senator Murr informed the Senate that he had received numerous inquiries regarding the “E” parking lot, in particular, the removal of faculty/staff spaces to be used as temporary commuter student spaces. Vice President/President-Elect Ron Thurston replied that he had received a memo from Paul E. Shelton, Dean of Municipal and Health Services, regarding the reactivation of this committee.

   c. **Faculty Senate Select Committee to Define Roles and Responsibilities of Faculty** - Senator Steve Stevenson brought forward for acceptance the Report by this Committee; however, during discussion it was decided that additional input is to be sent to Senator Stevenson. Senator Kenneth Murr moved that the Senate accept this Report in principle, as a Draft, which was accepted by Senator Stevenson. The Final Report will be brought forward in the near future (Attachment D).
4. Old Business
   a. Following an introduction of Robert A. Waller, as the Faculty Manual Editorial Consultant, Senator Hare submitted for approval Section VI of the Faculty Manual as an Interim Report (noting the insertion of a sentence on Page 23). Vote to accept was taken and passed unanimously (Attachment E).
   b. Senator Hare then submitted a corrected version of Section VII of the Faculty Manual for acceptance as an Interim Report. Following the acceptance of a friendly amendment, vote to accept was taken and passed unanimously Attachment F).
   c. Senator Doost read aloud and submitted for approval the Resolution on Faculty Salaries, which was seconded by Senator Powell. Discussion followed, during which three friendly amendments were offered by Senators Tim Summers and John Warner and accepted by Senator Doost. Vote was taken to accept resolution and passed unanimously (Attachment G) (FS96-4-1 P).

5. Outgoing President's Report and Remarks. President Bodine thanked and recognized the work of the chairs of the Faculty Senate Standing Committees. Remarks by President Bodine were received followed by an ovation from the Faculty Senate. President Bodine then introduced the new Senate President, Ronald J. Thurston. New officers were installed at 4:15 p.m.

Roger K. Doost, Secretary

6. New Business
   a. President Thurston encouraged members of the Senate to seek and submit names of qualified applicants for the position of Provost and Vice President for Academic Affairs.
   b. Vote to approve Centennial Professorship Selection Committee nominated by the Executive/Advisory Committee was taken and unanimously passed (Attachment H).
   c. President Thurston reminded senators to return Committee Preference Questionnaires to the Faculty Senate Office, and to contact alternate senators to attend meetings in their absence if they are unable to attend.

7. Adjournment. President Thurston adjourned the meeting at 4:25 p.m.

Cathy TouSturkie, Administrative Assistant

Faculty Senate - Finance Committee
Summary of Accomplishments; 1995-96 Academic Year

1. Detailed review and resubmission of the University expenditures: University overhead of $120 million dollars is almost 1.5 times total Faculty salary and benefits.

2. Detailed review of the University cost allocation procedures: Through the current system of cost allocation, it is somewhat difficult to find the cost of each unit prior to allocations. We shall continue with this exercise to better report and understand university's cost picture.

3. Supplies account has been reviewed. It is a dumping ground for millions of dollars of expenditure. We will continue to review this account for better understanding of subject charges.

4. University travel costs which exceed eight million dollars includes airfare, milage, car rental, hotel bills, meals, and registration fees. Detailed breakdown was submitted. Further review may be necessary.

5. The Senate recommended and the President has agreed to an ongoing operational audit of all administrative and academic units with Faculty involvement. We hope that this idea would be implemented in the next academic year.

6. University’s bonded indebtedness that currently exceeds $100 million dollars was reviewed. It is recommended that the President continue to seek Faculty’s input on this important concern.

7. We brought the 7-year study of raise inequity between faculty and administrators to the attention of University officials one more time. This year, the academic administrators’ average raise is 2.5 times those of Faculty in the $50,000+ category.

8. We reviewed and reported the cost of credit cards. Cutting costs of operations and further efficiency in all facets remain a faculty concern.
9. The issue of summer school teaching and class cancellations was brought to the attention of the President, the Provost, and the Deans. We expect better utilization of resources in this respect in the future.

10. The importance of shifting from an input and output orientation in terms of faculty evaluation to an outcome orientation was suggested and discussed and led to the publication of an article on this issue in the Open Forum (Roger Rollin and Roger Doost, Authors).

11. We reviewed and intensely criticized the Faculty Workload Database System in its current form. A resolution was passed requesting revision and resubmission of such a document.

12. We questioned the estimated savings of $4.3 million dollars a year in the academic areas as a result of restructuring. This item will be followed up with the Provost.

13. We brought the importance of timely deposit of 403B contributions to the attention of the Payroll Office and received their cooperation in this regard.

14. We reviewed retirement funding and commended the State for wanting to invest part of the retirement fund in stock instruments.

15. We proposed a questionnaire to be sent to Faculty at large to be able to make an assessment of current thoughts and morale on Campus.

16. We investigated the question of parking and the possibility of paying the fee through pre-tax dollars or from other revenue sources. No agreement was reached in this regard.
Policy Committee Report
Senate Meeting April 9, 1996

The Policy Committee met on Monday, March 25, 1996 for its final meeting of this Senate year.

1. A single phrase insertion into the draft document for Part VI of the Faculty Manual was approved. It adds to the Intellectual Property Committee (p. 23) a faculty representative from each college. With this change, the document will be returned for approval under Old Business.

2. Revision of the Waller Committee's draft of Part VII, Professional Practices, was completed. Approval of the revised document will be sought under Old Business.
Faculty Senate Welfare Committee  
March 13, 1996

Attending: Gloria Bautista; Kathy Neal Headley, Chair; Clint Isbell; Richard Poling; Frank Tainter

1. Richard Poling is collaborating with Roger Doost and the Finance Committee on a campus survey to gather information/opinions on important issues.


3. The celebration of forty years of co-education during March 26-28 was a splendid success. Gloria Bautista serves on the Women's Commission.

4. The Madren Center, the setting for the March meeting of the Welfare Committee, offers an excellent environment for faculty and staff to enjoy the view, food, and meeting facilities on the Clemson campus. The campus survey (see item#1) may give more information as to the feasibility of a faculty club at the Madren Center.

Faculty Senators: Thank you for the opportunity to serve as secretary of the Faculty Senate next year. As for this year, I have enjoyed working on the Welfare Committee with such diligent members. Thanks, Budd, for your leadership. KNH

Next meeting of the Welfare Committee: Wednesday, April 17, 3:45 in the conference room of Tillman 102.
Committee members: Please bring a brief summary of outcomes/actions for any issues in which you conducted investigations for the Welfare Committee. For any new business, please prepare a draft for committee response.
The Report of the Faculty Senate Select Committee on the Roles 
and Responsibilities of the Professoriate 

Draft

Shelley Barbary  Jean Bertrand  Syd Cross  Tom Hughes  Beth Kunkel 
David Leigh  Fran McGuire  D. E. Stevenson  Brenda Thames 
Chuck Toney  Sixto Torres  Peg Tyler

April 3, 1996

1 General

This report is developed by members of the Faculty of Clemson University. Its original intent was 
to address some of the charges being leveled at higher education. It now discusses and presents the 
Committee's view of the roles and responsibilities of Faculty.

The term Faculty is taken to mean everyone at Clemson who teaches in any capacity. That 
is, academic, extension, continuing education, etc. When referring to a special group, we call it a 
sub-faculty such as the extension sub-faculty or library sub-faculty. This is not a standard definition 
but emphasizes that we do not see the artificial distinctions of administrative division. We, the 
Faculty, are a cohesive whole.

Likewise, the term student refers to all students. It is somewhat harder to use the term sub 
with student groups when identified as a specialized group. Again, this is not a standard definition. 
Drawing artificial distinctions (e.g., traditional versus non-traditional) serves no one well. Faculty 
members are often students so the terms are not mutually exclusive. The homogenizing definition 
also fits our view of Faculty well.

The usual approach to the discussion of higher education discusses certain roles:

1. Education and Training.
2. Interactions with various constituents.
3. Research.
4. Teaching.
5. Service to Discipline.
6. Curricula Development.
7. Role in governance.

These are not sufficient, in our view, to capture what Faculty believe is their role at Clemson 
University. An alternative model, proposed by Boyer[2], defines four types of scholarship:

1. Scholarship of discovery,
2. Scholarship of integration,
3. Scholarship of application, and
4. Scholarship of teaching.

The Committee saw this as a fruitful way of thinking about some, but not all, of the roles and responsibilities of the Faculty.

The Committee decided we should formulate the roles and responsibilities de novo. We did so by the following route:

1. Carefully study the Mission of the University. This was unanimously seen as Thomas Green Clemson's Will. While there have been much more recent attempts to define a mission, the Committee believes that all persons—Trustees to students—view the Will as central.

2. Derive the Mission of the Faculty from the Mission of the University.

3. Derive the roles and responsibilities for the Faculty from the Mission. There must be a clear relationship between the Mission of the Faculty and how that Mission accomplished.

4. Sell our case. The appendices list various activities that can be used to help the public understand the role of the professoriate. The public should also understand what is not the role of the professoriate.

This report follows the above outline.

2 The Mission

As a land grant institution founded by the last will and testament of a man with a vision of an institution that would serve the needs of the people of South Carolina through education, Clemson University has a three-pronged mission of teaching, research and service. As faculty members, we are committed to supporting that mission. As we understand it:

"To fulfill its historic, expanded, and evolving mission, Clemson offers graduate programs within five colleges and a graduate school to a diversified on-campus student body and to a variety of audiences through continuing education course’ on and off campus. The institution's role within the State of South Carolina is fulfilled through its mandated thrusts in agriculture and natural resources, architecture and art, engineering, basic science, and technologies, and through an expanded role which also addresses the State's cultural and economic needs through an emphasis in health services, businesses, and liberal arts. Clemson University's response to public device is dynamic and unique. It is reflected though the expertise of each of its colleges, the S.C. Experiment Station, the Clemson University Cooperative Extension Service, and numerous regulator programs which provide technical assistance, continuing education, technology transfer, and extension activities commensurate with life in a a change world and global society.

"The fulfillment of Clemson's mission rests, with the faculty, who individually, collectively, and in cooperation with all University personal gather, interpret, and disseminate knowledge, generate new knowledge independently and in conjunction with colleagues and students; stimulate creative thought and expression; foster critical thought and literacy; initiate progressive change; prepare students to cope with the world as it is, contribute to development and provide leaders for a better world and appreciate and
3. Scholarship of application, and

4. Scholarship of teaching.

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understand the diversity of modern life; and advance the common good by anticipating
and devising new solutions for intellectual, scientific, social, and technical problems.

As stewards to students, taxpayers, alumni, and donors, Clemson University will utilize
its resources; engage in strategic planning; implement, direct and review authorized
programs, modifying goals and operations as deemed necessary; and assess student
faculty, and administrative performance regularly and in accordance with norms upheld
by both the University's evaluation procedures and those of appropriate professional
societies."

In the same vein, we can develop the missions statement of the Faculty.

In accordance with the Mission of Clemson University the professoriate has the funda-
mental charge to educate and motivate students the scholarship, theory, and practice of
their given discipline. The professor has the responsibility of teaching the student with
the aim of developing critical, analytical, and abstract thought; the ability to synthesize
information; and the ability to build skills and the methodologies to meet the needs of
life-long learning. The objective is to encourage and challenge the student, both inside
and outside the classroom, to creatively implement their gained knowledge in order to
contribute to their communities, the State, and the world around them.

The relationship between the professor and the student within the classroom is dynamic.
Lecture, demonstrations, instruction, and evaluation are ongoing activities that occupy
scheduled class time. The maintenance of facilities including stocking supplies, updating
and maintaining equipment, are important for operation. More importantly, though,
professors spend much time as a resource for students. For example, advising students
is not limited to course registration and degree requirements, but rather encompasses
everything from guidance on research to discussions over critical career and life decisions.
Graduation does not end this relationship. Advise and letters of recommendations are
part of the long term commitment a professor is bound by.

Public responsibility, as mentioned in the Mission, is recognized through the services
provided by the library, cultural events, extension, continuing education, and public
service programs within academic departments. The teaching and advising that faculty
volunteer outside the classroom to local and State organizations is significant and gives
visibility to student accomplishments, as well. Service also gives rise to a network of
information and communication that a student would not be able to access any other
way. Professional service plays a key role, as well, in creating future opportunities
for students. Faculty service is important in recruitment of both faculty and student.
Finally, faculty serve as the societal memory of the University.

In addition to these responsibilities, the individual professor has the important task
of continuing her/his own education. It is vital, for the sake of their students that
each remains current on theory and practice within the individual's own profession.
Research, attending conferences, and exhibiting or publishing work are the primary
ways to achieve this. Knowledge gained through these activities not only guide course
content but can affect positive changes to meet contemporary needs of society.

3 Analyzing the Mission

Clemson University has special obligations associated with land-grant institutions. The reader
should note that research is demanded of the land-grant institution. Land-grants have accepted a
tripartite mission of teaching, research, and service.

In the table below, we list tasks implied by the Mission and we categorize them in terms of teaching (T), research (R), and service (S).

<table>
<thead>
<tr>
<th>T</th>
<th>R</th>
<th>S</th>
<th>Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>Communicate knowledge</td>
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<td>x</td>
<td>x</td>
<td>Develop materials</td>
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<td>x</td>
<td>x</td>
<td>Develop cultural literacy</td>
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<td>x</td>
<td>x</td>
<td>Develop an appreciation of the diversity and richness of the world around us.</td>
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<td>x</td>
<td>x</td>
<td>Skill building</td>
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<td>x</td>
<td>x</td>
<td>Critical thinking</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>Use of abstract concepts in specific cases</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>Induction of general principles from case histories</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Synthesis of concepts</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>Develop both breadth and depth of knowledge imparted.</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Prepare students for lifelong learning</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Develop the &quot;global citizen&quot; through &quot;internationalization&quot;</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Tech schools prepare students for limited career choices; universities strive to prepare a broader person</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Exposure to the history of thought from many cultures</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Exposure to various opinions</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Develop a shared body of knowledge</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>There is so much data (and noise) out there one must be guided without being dictated to.</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Develop abilities to compare, contrast, criticize, synthesize and analyze.</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Teaching teachers</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>The faculty as cheerleader (encouragement)</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>Develop sensitivity to communications needs</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>Use of various learning styles</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>Communicating with the individual in the group setting</td>
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<tr>
<td>x</td>
<td>x</td>
<td>Helping the maturation process from teenager to adult.</td>
<td></td>
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<tr>
<td>x</td>
<td>x</td>
<td>Develop understanding and tolerance of other cultures and ideas.</td>
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</tr>
</tbody>
</table>

4 Roles and Responsibilities of the Professoriate

Having carefully analyzed the missions, the Committee defined five roles for the Faculty:

1. Student Related,
2. Community Related,
3. University Related,
4. Profession Related, and
5. Scholarly Related.

We propose a list of activities entered into by the Faculty that actually discharge our responsibilities. These activities are presented as simple (more or less self-defining) statements. We present this section as two tables: one of roles and one of activities. The first table is the roles table: it lists
those activities that Faculty engage in to support the role and discharge their responsibilities to the University. The second table lists the activities.

### Roles Table

<table>
<thead>
<tr>
<th>Category</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Related</td>
<td>1, 2, 4, 7, 10, 16, 21, 25, 26, 27, 29, 30, 31, 33, 27, 38</td>
</tr>
<tr>
<td>Community Related</td>
<td>5, 6, 11, 12–15, 18–19, 20, 21, 22, 23, 25, 28, 30, 32, 40</td>
</tr>
<tr>
<td>University Related</td>
<td>3, 7, 9, 16, 24</td>
</tr>
<tr>
<td>Profession Related</td>
<td>3, 5, 6, 7, 8, 11, 35, 36, 24</td>
</tr>
<tr>
<td>Scholarly Activities</td>
<td>4, 17, 22, 23, 35, 24</td>
</tr>
</tbody>
</table>

### Activities Table

1. Faculty as student academic mentors.
2. Faculty as student life mentors.
3. Faculty as mentors to other faculty.
4. Faculty as classroom teachers.
5. Faculty as teachers outside the classroom.
6. Faculty in service to external agencies.
7. Faculty in curricular development.
8. Faculty service in development of their profession.
9. Faculty role in governance: the institutional memory.
10. Role in Honors education.
11. Faculty outputs: Patents, inventions, extension, etc.
12. Faculty in support of the community: library
13. Faculty in support of the community: extension
14. Faculty in support of the community: continuing education
15. Faculty in support of the community: academic departments
16. Faculty as recruiters of students and faculty.
17. Faculty responsibility to maintain currency: the 5 year life of technology.
18. The special role of the College of Education sub-faculty.
19. The special role of the Nursing sub-faculty.
20. The special role of Extension.
21. The special role in helping the disadvantaged citizens.
22. Special community relationships: Greenville Hospital, Biotechnology Alliance, etc.
23. Special role and responsibilities at Strom Thurmond Institute.
Draft Roles, 3 April 1996

24 Grant, contract activities.

25 Role in modern technology extensions to the traditional campus: Extension TV to every county.

26 Extensions to the cultural life of the community: Brooks Center, Performing arts, Fine Arts, museums, planetarium, etc.

27 The role of faculty in specialized centers.

28 The responsibility of the faculty to develop a shared understanding of the State and world in the multinational 21st century.

29 Role in providing skills to acquire a job.

30 Role in providing life-long learning skills.

31 Role in providing students internships, etc.

32 Special role of the architecture sub-faculty in service projects.

33 Providing experiences through competitions.

34 Serve as resource for Federal, State, business communities.

35 The responsibility for faculty development.

36 The role in professional certification.

37 Role in remedial education.
A Interviews

In this collection, there should be interviews with professors representing a cross-section of the Faculty:

- Interviews with professors who have been chosen by outside constituents for their contribution to the education of students. For example, interview with Alumni Professors and the Class of '39 Professors.
- Interview with at least one professor holding a triple appointment in agricultural sciences.
- Interviews with leading professors from each college speaking to the tripartite mission of teaching, research, and service.

B Demographics of students: from day-care to elder hostel.

We need to have a serious study of demographics, not just the report that comes out of Assessment. Who are our students? Where do the come from? Where do they go? What do they bring to the table (SAT, etc)?

C College Surveys

- How many contacts are made by the community seeking information for commercial use.
- Where do the students go?
- Graduation information: rates by major and college.

D Specialized Programs Run by Professors

Information concerning Faculty participation in

- PEER
- SUCCEED
- WISE
- STEP
- Governor's School Summer Research
- NSF Research Experience for Undergraduates
- USDA Summer programs

E Why K–12 Education is not Enough

This should be a discussion of the whole issue of education from kindergarten through professional school and continuing education. Why is K–12 not enough in the 21st century? Why have graduate programs at all?
F  The Misconceptions on Tenure

While this topic seems to be settled currently, it will never go away. It is important for the people of South Carolina to know that tenure does not mean a life time of guaranteed employment with no standards. We should outline our review process at Clemson.

G  Money Topics

- Where does the student tuition check go?
- Where do taxes go?

H  What is quality in post-secondary education?

There are many "experts" in this area but no real enlightenment has emerged. We, the Faculty, should define quality and then gain acceptance of the people.

I  Faculty versus graduate teaching at Clemson.

An oft related "horror" story is that of the student who never has a faculty member in their undergraduate career. We should document the time and energy spent by both the professoriate and the graduate assistants.

J  List of Centers Administered by Clemson and Their Import to the Community/State.

There are many activities at Clemson that support the economic life of the State. These should be outlined and their importance clearly stated.

K  List of Centers that are in the State Because Industry Located in the State and Asked Clemson to Work On ....

Examples are waste management and ceramics.

L  Anatomy of Grants and Contracts

The detractors of higher education seem to think that all we do is grants and contracts. These detractors seem to have no concept of what is involved, how they come about, or who holds them. We need to discuss

1. What is involved: deliverables, time expended, How do they work? Types, etc.
2. Just who holds grants.
3. What is the financial return and to whom.
M  Free or low-cost services provided by Faculty

Just what services are provided by the Faculty? And to whom?

N  The Faculty Asks Back...

1. The real story on academic salaries: why are we the lowest paid in the Southeast?
2. The Fallacy of the Six Hour Week
3. The Faculty Caught in the double bind: when teaching and research collide.

References


PART VI.

FACULTY PARTICIPATION IN UNIVERSITY GOVERNANCE

A. General Statement

In accordance with the will of Thomas Green Clemson and the Act of Acceptance by the General Assembly of South Carolina, ultimate responsibility for the governance of Clemson University is vested in the Board of Trustees. The Board is charged with setting university policies so as to achieve the goals established by Thomas Clemson in his will and to serve the needs of the State of South Carolina. Thus, final authority and responsibility for all policy decisions rest with the Board.

In order to operate the University effectively, the Board delegates responsibility in various areas to the President, to certain administrative officials, and to the Faculty. The President is the executive officer charged with administering the University in accordance with the policies adopted by the Board and with primary responsibility for leadership and planning for the institution. The President is charged with responsibility for academic, personnel, development, and fiscal and budgetary matters; with providing for and maintaining the physical facilities of the University; with representing the institution to its several publics; and with the administrative implementation of the various policies of the University.

The Faculty, as the repository of learning in the various academic fields of study, is charged with creating the curriculum; setting requirements for degrees; determining when requirements have been met; and approving candidates for degrees. The Faculty likewise has primary responsibility for such academic matters as evaluating the qualifications of current or prospective faculty members, for initiating recommendations for faculty and academic administrative appointments, as well as for faculty reappointment, tenure, and promotion recommendations.

To carry out its role in the governance of the University, the Faculty is
formally organized through a Constitution. The Faculty Senate, various university committees, and the several college, school, and departmental faculties and their committees facilitate the execution of the business of the Faculty.

The Faculty Senate is the elected body that represents the Faculty in its relationship with the Administration, especially in regard to policy matters involving the academic prerogatives of the Faculty and faculty welfare. To fulfill their academic governance responsibilities at the collegiate, school, and departmental levels, the faculties of the several colleges, schools, and departments are formally organized according to bylaws. Indeed, the primary exercise of the academic prerogatives of the Faculty takes place at the departmental level, where the specific professional expertise of a particular discipline can be brought to focus on academic matters, including questions regarding curriculum, appointment, tenure, and promotion.

Since the effective functioning of the University requires communication and cooperation between the Faculty and the Administration, a University council, commission, and committee structure has been established. This structure provides for faculty participation in planning, policy formulation, and decision-making in all areas that bear upon faculty concerns. The most comprehensive body within this structure is the Academic Council, with its subsidiary commissions and committees. As outlined in VI. B., the Academic Council includes representatives from various constituencies of the University (students, nonacademic administrators, as well as faculty and academic administrators). This council reviews and recommends policy to the President. Such policy matters are forwarded from its subsidiary commissions (Undergraduate Studies and Graduate Studies). These commissions in turn have various specialized standing committees reporting to them. Additional committees exist outside the Academic Council structure and are organized here by vice presidential area.

Unless otherwise stated, the following apply to all commissions and committees listed in this section. Faculty representatives to commissions and committees are elected by their college (with the library being considered a college when so specified) faculties for three-year terms and are limited to two consecutive terms. Faculty Senate
representatives are elected by the Senate to one-year terms. Student representatives are elected by the Student Senate and, where appropriate, the Graduate Student Association, to one-year terms (renewable once). Department chairs are elected by the Organization of Academic Department Heads Chairs and deans elected by the Council of Academic Deans, to serve three-year terms.

B. Academic Council and Associated Commissions and Committees

The purpose of the Academic Council is to advise the President and the Provost and Vice President for Academic Affairs in formulating and implementing university policy in academic matters. The functions of the Academic Council are:

1) To provide a forum for the exchange of information, concerns and recommendations among the academic constituents of the University.

2) To advise the President on matters of university governance.

3) To accept responsibilities and authority delegated to it by the President.

4) To review academic matters proposed by the students, student government, faculty, Faculty Senate, administration, Commission on Undergraduate Studies, and Commission on Graduate Studies, and to make recommendations to the President of the University and the Provost for their consideration.

5) To refer appropriate matters to the Faculty Senate, Student Senate, Commission on Undergraduate Studies, Commission on Graduate Studies, and other University committees, groups, or individuals for consideration and recommendations.

Membership consists of the President (chair); the Provost; the Academic collegiate deans; Dean of the Libraries; the Vice President for Agriculture, Natural Resources, and Research; the Vice Provost for Undergraduate Studies, the Vice President for Research; the chairs of the two commissions, the President of the Faculty Senate, the Vice President of the Faculty Senate (secretary), the Presidents of the Student Senate and Student Body, the President of the Graduate Student Association, a named Professor elected by the Faculty Senate, and the chair of the Organization of Academic Department Heads Chairs.

The Commissions on Undergraduate Studies and Graduate Studies report to
1. The Commission on Undergraduate Studies reviews and recommends to the Academic Council general policies and procedures on undergraduate studies and academic affairs. Members are: the Senior Vice Provost and Dean of Undergraduate Studies (chair); the Vice Provost for Admissions and Registration; two faculty representatives from each college and one from the Library; the Faculty Senate Scholastic Policies Committee Chair; one additional Faculty Senator; the Student Senate Committee on Academic Affairs Chair; three students from different colleges nominated by the Student Body President and appointed by their collegiate dean; and a department chair head. These committees report to the Commission on Undergraduate Studies:

a. Academic Calendar Committee. The Calendar Committee makes recommendations on the basic principles of the academic calendar such as, but not limited to, amounts of time required for one academic credit; academic holidays (other than those emergencies declared by the President); and semester length. Membership includes the Senior Vice Provost and Dean of Undergraduate Studies (chair); Senior Vice Provost and Dean of the Graduate School; the President of the Faculty Senate; a member of the Faculty Senate Scholastic Policies Committee; the Registrar; and, the Presidents of the Student Body and Student Senate.

b. Admissions and Continuing Enrollment Committee. The Admissions and Continuing Enrollment Committee is responsible for establishing the predicted grade-point ratio for admission to each college within the University. This grade-point ratio will be established in consultation with the Dean of each college, the Provost, and the Director of Admissions. Students failing to meet this minimum will be admitted only upon approval of the Admissions Exceptions Committee. The only exceptions to this procedure may be student-athletes receiving athletic aid who meet NCAA freshman eligibility requirements. Members are the Senior Vice Provost and Dean of Undergraduate Studies (chair); the chair of the Student Senate Committee on Academic Affairs; a representative of the Faculty Senate Scholastic Policies Committee; a representative of the Student Minority Council; the Vice Provost for Admissions and Registration; the Director of Admissions; and two faculty representative from each
college. Nonvoting members are the Director of Undergraduate Academic Services, the Executive Director of Housing, and the Registrar. There are two subcommittees of the Admissions and Continuing Enrollment Committee:

The Continuing Enrollment Appeals Subcommittee is composed of five of the nine elected faculty representatives on the Admissions and Continuing Enrollment Committee, each from a different college, and one minority faculty member appointed by the Provost. The three faculty committee members not represented on the subcommittee could be consulted regarding appeals of students from their college. Since most appeals are necessarily considered between terms (after grades are in and before registration for the next term), ability to serve at these times is a major consideration in establishing this subcommittee's membership. The Vice Provost for Admissions and Registration, Director of Undergraduate Academic Services (Chair) and the Registrar will be serve as nonvoting members.

The Admissions Exception Subcommittee is composed of the other three elected faculty representatives on the Admissions and Continuing Enrollment Committee and two faculty member appointed by the Provost. Minority representation will be ensured by the Provost. The applicants to be considered by the committee will consist of 1) prospective students who have been rejected by the admissions office and for whom a review has been requested; and 2) prospective students whose acceptance has been recommended by the admissions office, but who fail to meet the minimum predicted grade-point ratio requirement in the college of their choice. The Vice Provost for Admissions and Registration (Chair) and The Director of Admissions (chair) will be a nonvoting member.

c. Advising and Retention Committee. This committee recommends to the Commission on Undergraduate Studies policies and procedures concerning undergraduate academic advising and retention, and strategies for student retention. Membership consists of the Director of Undergraduate Academic Services (chair), a faculty representative from each academic college, one representative from Student Development, one representative from Admissions and Registration, and one representative from each of the following groups: Student Senate, Career Planning, Counseling and Psychological Services Center, Honors Calhoun
d. Cooperative Education Committee. This committee formulates and recommends policy related to the cooperative education program. Membership consists of the Director of Cooperative Education (chair); a faculty representative from each college; a Faculty Senator; two cooperative education students on complementary schedules sharing one vote (nominated by the Cooperative Education Director of Cooperative Education and appointed by the Provost); one student representative; and a Registrar's representative.

e. Degree Progress System Advisory Committee. The duties of the Degree Progress System Advisory Committee include identifying desirable degree progress report changes, recommending programming priorities for the associated development and implementation of the reports, and bringing about successful degree progress report implementation, testing, and maintenance for their respective areas. Membership consists of the Degree Audit Coordinator (chair/nonvoting), a (faculty) representative from each college (designated by the dean for an indefinite term), the Assistant Registrar, a student representative appointed by the Student Senate, the Registrar (nonvoting), the Director of Administrative Program Services DAPS System Manager (nonvoting), and a DAPS programmer from Administrative Program Services (nonvoting). The committee will meet approximately four times during the academic year. The chair is elected annually from the faculty representatives.

f. Graduation Ceremony Committee. This committee formulates and recommends policy related to academic ceremonies and coordinates faculty participation in such ceremonies. Members are the University Marshal (chair), the collegiate marshals, the Registrar, the Senior Vice Provosts, a collegiate dean Dean, and the Presidents of the Faculty Senate and the Student Body. The position of University Marshal rotates through the colleges, three-year term, and is filled by an appointment by the Dean of a senior faculty member for a three-year term. A collegiate marshal is Collegiate marshals are usually the senior faculty member within each college.

g. Honors Committee. This committee formulates and recommends
policy and procedures for the University Honors Program, and assists the Director of the Calhoun College Honors Program in its administration. This committee reviews and recommends to the University Undergraduate Curriculum Committee all proposals for new Honors courses. Proposed curricula changes affecting existing Honors courses (e.g., change of title, change of course number) require only the approval of the Honors Director. The members are the Director of the Calhoun College Honors Program (chair); a faculty representative from each college (preferably, the chair of the appropriate college committee Honors Program Committee); the Vice Provost for Admissions and Registration; Assistant Dean of Admissions and Registration; two Honor student representatives from the Calhoun College Honors Program; and a Faculty Senator.

h. Schedule Committee. This committee consists of the University Schedule Coordinator (chair), the Senior Vice Provosts, and the Schedule Coordinator of a schedule coordinator from each college (appointed by the dean for an indefinite term). The committee formulates and recommends to the Provost policies and distributional guidelines related to course scheduling and classroom assignments; reviews and adjusts course schedules and classroom requests submitted by each college; and serves to communicate changes in class schedule requirements caused by curriculum changes.

i. Scholarships and Awards Committee. This committee formulates and recommends to the Commission on Undergraduate Studies policies and procedures relating to scholarships, awards, and grants-in-aid. Selects recipients for University scholarships; and approves nominees for collegiate scholarships and awards. It also plans and coordinates the annual Honors and Awards Day, and approves athletic grants-in-aid. It approves nominees for collegiate scholarships and recommends approval of policies and procedures for the awarding of university-wide scholarships to the Commission on Undergraduate Studies. The Committee also serves as an appeals body for scholarships, awards, and grant-in-aid recipients. Membership consists of the Director of the Calhoun College Honors Program (chair); the Director of Admissions; Vice Provost for Admissions and Registration; a faculty representative from each college (normally, the chair of the appropriate college committee College Scholarships Committee); one faculty representative from the Library; one Faculty Senator; the Director of Financial Aid; the chair of the Athletic Council; the Dean of Student Life; and the Director of Orientation and Leadership.
Development; a student Vice President of Phi Kappa Phi; and the President of Phi Eta Sigma or Alpha Lambda Delta (in alternate years).

j. Student Academic Grievances Committee. This committee hears all appeals concerning student academic dishonesty and student academic grievances regarding faculty or administrators. In all unresolved cases, the committee makes its recommendations to the President through the Provost. Membership consists of nine two faculty members from each college appointed by the respective college dean for three-year terms; nine two undergraduate students from each college, nominated by the Student Body President and approved by the Student Senate for one-year terms (no more than two students shall be appointed from any one college); and an Office of Student Development representative.

k. Teaching Resources and Effectiveness Committee. This committee is concerned with the improvement and evaluation of teaching and with teaching resources, including the Bookstore and audiovisual facilities. It supervises the student-teacher evaluation program. Its membership consists of the Senior Vice Provost and Dean of Undergraduate Studies, a faculty representative from each college including the Library, and one graduate and three undergraduate students (all from different colleges, rotated). The Director of Electronic and Photographic Services, a member of the Counseling and Psychological Services Center, and the Manager of the Bookstore serve as nonvoting resource members. The Provost appoints the chair.

I. Undergraduate Curriculum Committee (See Constitution, page ??). While not formally reporting to the Commission on Undergraduate Studies, this committee keeps the Commission informed of its actions.

2. The Commission on Graduate Studies examines and recommends to the Academic Council policies and procedures concerning graduate studies and graduate student academic affairs. Chaired by the Senior Vice Provost and Dean of the Graduate School, its members include two academic administrators recommended by the Provost and appointed by the President from two different colleges; one elected college dean; one two elected faculty representatives from each college and one from the Library; a Faculty Senator; and three graduate student representatives.
These committees report to the Commission on Graduate Studies:

a. Graduate Admissions Committee. This committee hears petitions by an enrolled or prospective student, or by a department on behalf of a student, with respect to continuation in or admission to the Graduate School. The committee reviews the decisions and policy interpretations made by the Graduate School administration and recommends final resolution. The committee is composed of a Faculty Senate representative, a graduate student, and a faculty member from each college awarding the doctorate degree, a faculty member from a college awarding the master's degree only, and a fourth faculty member from a college not already represented. The members are appointed from the membership of the Commission on Graduate Studies by the Senior Vice Provost and Dean of the Graduate School, who designates the committee chair.

b. Graduate Awards Committee. This committee selects annual awardees recipients of university-wide fellowships from departmental nominations. In addition, the committee makes recommendations to the Commission on Graduate Studies and research on all matters related to university-wide awards, both monetary and special recognition awards. The committee consists of four faculty members appointed from each college from members serving on the Commission on Graduate Studies, representing four different colleges. The Senior Vice Provost and Dean of the Graduate School appoints the members and designates the chair.

c. Graduate Student Academic Grievance Committee. This committee hears all appeals concerning graduate student academic dishonesty and graduate student academic grievances regarding faculty or administrators. Membership consists of two faculty members from different colleges serving two-year terms in collegiate rotation appointed by the deans; two graduate students from colleges not having faculty representatives, elected by the Graduate Student Association; and the Dean, Associate Dean or Assistant Dean of the Graduate School. The chair shall be the senior faculty member senior in committee service.

d. Graduate Studies Advisory Committee. This committee studies and reviews policy on academic issues, graduate student employment, and matters not specifically covered by the other standing committees. The
committee consists of four faculty members from different colleges and one graduate student. The Senior Vice Provost and Dean of the Graduate School appoints the members from the membership of the Commission on Graduate Studies and designates the chair.

e. Graduate Curriculum Committee (See Constitution, page 22) While not formally reporting to the Commission on Graduate Studies, this committee keeps the Commission informed of its actions.

C. Councils, Commissions, and Committees Reporting to the President

1. Athletic Council. Institutional control of intercollegiate athletics rests with and is exercised by the President of the University. In this capacity the President is ultimately responsible for ensuring that Clemson's athletic policies and programs are in compliance with the rules and regulations of the National Collegiate Athletic Association and the Atlantic Coast Conference, and any other such body in which the University holds membership. Authority for the administration and management of intercollegiate athletic programs is exercised by the Director of Athletics—Director who is accountable to the President of the University through the Vice President for Student Affairs.

The principal function of the Athletic Council is to advise the Clemson University Administration, through the Vice President for Student Affairs, on all major decisions affecting the administration of the Athletic Department. The Athletic Council shall recommend policy on intercollegiate athletics to the Director of Athletics—Director and, when appropriate, to the President. Specific duties of the Athletic Council include:

a. Monitoring the recruitment, scholastic eligibility, and academic progress of student athletes.

b. Reviewing athletic schedules and ticket prices.

c. Advising the university's faculty representative to the NCAA and ACC on matters of pending legislation.

d. Evaluating athletic policies and programs to ensure their compatibility with the overall aims and mission of the university.

e. Participation in the screening and selection of applicants for the position of Director of Athletics—Director.
The Athletic Council is composed of 23 voting members chosen or appointed as follows:

a. Two elected faculty representatives from each college and one from the Library. In addition, the colleges and the library shall each elect one alternate who shall have voting rights and shall serve on the Athletic Council in the absence of the elected representative. Faculty representatives serve staggered three-year terms. Consecutive terms are permitted.

b. Three full-time enrolled members of the student body, one each appointed by the President of the Student Body, the President of the Student Senate, and the President of the Graduate Student Association.

c. Two full-time enrolled student athletes, one representing revenue-producing sports and one from Olympic (nonrevenue producing) sports, appointed by the Director of Athletics Director.

d. One representative of the Clemson Alumni Association appointed by the Alumni National Council.

e. One member of IPTAY who may be the President of IPTAY or the President's designee.

f. The President of the Faculty Senate or a member of the Faculty Senate nominated by the President of the Senate and elected by the Advisory Committee of the Faculty Senate.

g. Three at-large appointees of the President of the University; one of whom shall be from Student Affairs. Presidential appointees serve two-year terms, once renewable.

h. One member of the Commission on Classified Staff Affairs appointed by the Chair of the Commission.

i. One representative (unclassified field staff) appointed by the Extension Senate.

Student members of the Athletic Council serve one-year terms consecutive up to two years. Except as described above, all other voting members of the Athletic Council serve one-year terms consecutive up to three years. The term of membership begins on May 16th of each year and ends on May 15th of the subsequent year.

Ex-officio nonvoting members include the Associate Athletic Director for Director of Institutional Compliance, the University's NCAA/ACC representative, the Director of Athletics Director, one Associate Director
of Athletics designated by the Director of Athletics, the Vice President for Student Affairs, and the chair of the University Scholarship and Awards Committee, and the Senior Women's Administrator.

At the biennial March meeting of the Athletic Council the voting members elect from the regular, full-time faculty members a Chair and Vice Chair whose two-year terms commence at the first Athletic Council meeting after May 15th of that year. All regular, full-time faculty Athletic Council members are eligible for election to these offices regardless of the length of time remaining on their terms.

There are three four standing committees of the Athletic Council:

a. Admissions and Scholarships monitors the scholastic eligibility, admissions, and academic progress of student athletes.

b. Facilities and Planning reviews athletic building programs and facilities and advises the Council on matters of long-range planning.

c. Policy and Regulations monitors and reports on compliance with NCAA/ACC regulations and reviews and comments on the Council's internal policies and procedures of the Athletic Council.

d. Campus Relations monitors the university community's perception of athletic program issues.

For additional information about the Athletic Council, its officers, and Committees refer to Clemson University Athletic Council Policies and Procedures, available from the Office of Student Affairs.

2. President's Commission on the Status of Women. The Commission was established at Clemson to improve the quality of life for women at Clemson. The Commission's charge is to discern the status of women at Clemson University and document findings, discover and pursue the removal of institutional barriers identified by the Commission, collect information and conduct research regarding issues that affect women, including the study of practices followed by other Commissions on Women at other universities, and explore problem areas that limit equal opportunities and advancement. The Commission publicizes the role of the University in improving the status of women at all levels. Membership of the Commission consists of seven members of the faculty, six members of the classified staff, and other nonvoting university faculty and staff as designated by the President. Members are appointed by the President of
Clemson University for three-year staggered terms beginning in August from nominations of the Faculty Senate and the Classified Staff Commission. The Chair of the Commission is appointed by the President of the University for a three-year renewable term after consultation with the Commission. The Chair appoints a Deputy Chair for a one year term.

3. University Names Committee. Officially named the Special Advisory Committee on Names to the Board of Trustees. This committee recommends appropriate names for university lands and facilities. The faculty members of this committee are nominated by the chair of the committee from members of the faculty who have long terms of service with the University. Faculty and nonfaculty members are appointed annually by the President of the University to annually renewable terms. The chair is appointed by the President.

4. Facilities Planning Committee. The purpose of the facilities planning committee is to establish a broad-based, University-wide committee to provide general oversight for all University physical facilities including land use. The committee is vested with limited executive authority to enhance day-to-day operations of physical facilities. This committee functions to study, formulate, and recommend to the President's Staff general policies and procedures relating to physical facilities of the University and to prepare recommendations to ensure that the University's long range goals and objectives are achieved. The responsibility of the committee is to formulate policies and recommendations to:

a. Establish priorities for Permanent Improvement projects;
b. Ensure conformity with the University Campus Master Plan;
c. Ensure conformity with the University Landscape Master Plan;
d. Ensure coordination of efforts within the area of University telecommunications relative to facilities;
e. Provide general direction for construction, renovation, remodeling, maintenance, and utilization of physical facilities both above ground (buildings) and below ground (utilities and tunnels); and
f. Provide general direction for other special circumstances involving physical facilities, i.e., shortage of domestic water, space utilization, asbestos abatement, etc.

Voting members of the committee are: the Vice President for
Administration and Advancement Business and Finance (Chair); Chief Facilities Officer Associate Vice-President, Facilities Planning and Management (Vice Chair); a representative appointed by the appropriate Vice President of each of the following areas: Academic Affairs; Administration, Agriculture, and Natural Resources, and Research; Institutional Advancement; and Student Affairs; the President of the Faculty Senate; the Dean of Architecture; a member of the Council of Deans; three faculty representatives elected by the Faculty Senate; the President of the Student Body; the President of the Student Senate; a representative appointed by the Commission on Classified Staff Affairs; and the chairs of the Committee on Access and Accommodations for Individuals with Disabilities, the Safety and Fire Prevention Committee, and the Parking and Traffic Committee, the chair of each subcommittee reporting to the Committee. Nonvoting members include a representative from each of the following: Facilities Planning and Design, Facilities Maintenance and Operations, and the Newsletter Office. Architectural and Engineering Services, and Public Affairs.

The Committee's charge is to: a. Determine, with adequate input from the various campus offices, the short and long range needs in the area of physical facilities; b. Establish, again with adequate input from the various campus offices, in an orderly and consistent manner a priority system for recognized University needs in the area of physical facilities; c. Assure that every effort is made to obtain adequate funding for recognized needs to include adequate and timely requests to appropriate state authority for bond funds and extensive research into federal and other alternative funding sources; d. Assure timely, thoroughly researched submissions to state authority of both the Overall Permanent Improvements Program and the annual Permanent Improvements Program; e. Assure timely and well-coordinated effort in the University's space utilization program including up-to-date inventories and equitable allocation of available classroom, laboratory, office, and other functional space.

Subcommittees of the Facilities Planning Committee are: Safety and Fire Prevention, University Parking and Traffic, and Committee on Access and Accommodations for Individuals with Disabilities.

a. Safety and Fire Prevention Committee. (Moved to Student Affairs).

b. University Committee on the Handicapped. (See 5. below)
5. Committee on Access and Accommodations for Individuals with Disabilities. This committee functions to ensure that physically and mentally handicapped persons with physical and mental disabilities have the opportunity to participate fully in university programs and activities and are protected from discrimination in the pursuits of employment and education. The committee evaluates university programs and activities as they affect qualified handicapped individuals with disabilities, monitors compliance by the University with applicable federal laws and regulations, and makes policy and procedure recommendations to the President. The committee consists of one representative from each college and the Library; one representative from the Office of Human Resources Access and Equity nominated by the Director of Access and Equity that office; one representative from the Physical Plant nominated by the Chief Facilities Officer Vice President for Business and Finance; one counselor from the Counseling Center and Counseling and Psychological Services Center nominated by the Vice President for Student Affairs; one disabled handicapped student nominated by the Advisor to Handicapped Students Coordinator of Disability Services for a one-year term; one Faculty Senate representative; the Coordinator of Disability Services Advisor to Handicapped Students; and the General Counsel Executive Officer, President’s Office. The chair is authorized to request attendance by the Director of Public Safety, the Campus Master Planner, and the Athletic Director when an agenda item requires their expertise. Members are appointed by the President for three-year terms except as otherwise indicated. The chair is elected annually by the committee.

6. Group Insurance Committee. This committee investigates group insurance programs for faculty and staff, and makes recommendations to the President. It also recommends disposition dispersion of any excess income on group insurance programs. Membership consists of the Director of Payroll and Employee Benefits Programs (chair); the chair of the Faculty Senate Welfare Committee; the Director of Human Resources Assistant Director of Personnel; and six faculty or staff members appointed by the President to three-year terms.
7. Strategic Planning Committee. Advises the President on Strategic Planning for the University. Analyzes trends and recommends specific courses of action to the President. Members are appointed by the President.

a. Environmental Scanning Subcommittee. This committee surveys the internal and external environment to identify and analyze trends that affect strategic planning. Members are appointed by the President upon recommendation of the Chairs of the Strategic Planning Committee or the Environmental Scanning Subcommittee for three-year terms.

8. Honorary Degree Selection Committee. This selection committee shall be established consisting of the Provost and Vice President for Academic Affairs, who shall serve as chairperson; the President of the Faculty Senate, who shall serve as Secretary; the most recent past president of the Faculty Senate currently in the employ of Clemson University; two Alumni Distinguished Professors nominated by the Alumni Distinguished Professors themselves; one Endowed Chair/Titled Professor to be nominated by their own group; the Chairperson of the Institutional Advancement Committee of the Board of Trustees, and the Chairman of the Board of Trustees. The two Alumni Distinguished Professors and the Endowed Chair/Titled Professor are each to be appointed for a three-year term. The Committee shall evaluate the candidates and submit its recommendations for the awarding of honorary degrees to the President of the University. The President shall forward his recommendation to the Board of Trustees for approval.

9. The President's Cabinet. The President's Cabinet advises the President of the University on policy decisions affecting all areas of the University and serves as a communications forum between the President and the various administrative divisions of the University. Chaired by the President, the Cabinet is composed of the Vice Presidents; the Special Assistant to the President; the University Legal Counsel; the Associate Vice President for Institutional Advancement and for University Relations; the President of the Faculty Senate; the President of the Student Body; a representative of the Classified Staff Commission; the Director of News Services; and the Assistant to the President for Public Affairs and Human Resources; the Executive Secretary to the Board of Trustees; the General Counsel; the Chief Alumni and Development Officer; the Chief Financial Officer; the Chair of the President's Commission on
the Status of Women; the Chief Public Affairs Officer; the Director of
News Services; the Director of Access and Equity; the President of the
Classified Staff Commission; the President of the Extension Senate; the
President of the Faculty Senate; the Executive Director of Governmental
Affairs; the President of the Student Body; the President of the Graduate
Student Association; the Executive Secretary of IPTAY; and others as
designated by the President.

10. The Commission on Classified Staff Affairs studies, formulates, and
recommends general policies and procedures to the President's Cabinet
concerning the staff employees of the University, including job skill
development, compensation, benefits, and welfare. Membership (three
year terms) The distribution of elected members among vice presidential
areas is based upon an approximate 1:100 ratio of classified employees
within a Vice Presidential each area. For a precise breakdown of
membership representation, see Clemson University Commission on
Classified Staff Affairs Policies and Procedures. The distribution of
members among vice presidential areas is based upon an approximate 1:100 ratio of classified employees within a Vice Presidential each area. For a precise breakdown of membership representation, see Clemson University Commission on Classified Staff Affairs Policies and Procedures. The chair is elected annually from the voting membership.

a. Executive Committee. The Executive Committee consists of the
chair, vice-chair, immediate past chair, the chairs of the standing
Committees, treasurer, and the ex-officio members. The committee will
propose the annual agenda and refer items to the appropriate committees.
b. Communication Committee. This committee studies classified staff
careers; serves as a forum for communication of ideas; and develops a
systematic means for communication to all classified staff employees
existing university policy, specific actions and feedback concerning all
matters considered by the Commission. There are two permanent
subcommittees shall exist: the Mail Subcommittee shall collect, opens,
acknowledges, forwards, and logs all mail, and the Election Subcommittee,
shall which handles the annual elections.

Welfare Committee. The welfare committee considers development
development of job and supervisory skills, compensation, benefits, and other items
pertaining to the welfare of the classified staff employees.
Policy Committee. This committee formulates and recommends university-wide policies and procedures related to classified staff employees.

c. Policy and Welfare Committee. The Policy and Welfare Committee formulates and recommends university-wide policies and procedures related to classified staff employees. The committee also considers development of job and supervisory skills, compensation, benefits, and other items pertaining to the welfare of the classified staff employees.

D. Committees Reporting to the Provost and Vice President for Academic Affairs

1. Alumni Distinguished Professors Committee. This committee meets periodically to explore interdisciplinary concerns and advise the Provost on teaching awards, candidates for the Master Teacher in Residence, and such other matters as the Provost brings to their attention. Membership consists of all Alumni Distinguished Professors with the chair elected by the members.

2. Computer Advisory Committee. This committee reviews and advises on policies for the Division of Computing and Information Technology. Membership consists of the Vice Provost Division of Computing and Information Technology (nonvoting); one faculty representative from each college and one from the library; a faculty senator; an undergraduate student; a graduate student; and a staff member from each of the following offices: student affairs, development, and finance. The chair is elected annually from the committee membership.

3. Faculty Development Committee. This committee formulates and recommends policy related to faculty professional development. Membership consists of a Senior Vice Provost; one faculty representative from each college and the library; and one department chair head elected by the Organization of Academic Department Chairs Heads. One of the faculty representatives shall be designated as chair by the Provost.

4. Faculty Manual Committee. This committee shall regularly review the Faculty Manual to ensure that its contents are current and accurate
and may draft proposed revisions for submission to the relevant authorities for their consideration. All changes shall be referred to this committee to be edited into the proper form. The edited changes are then forwarded through the Faculty Senate to the Provost for administrative approval. The committee shall report to the Provost and the Faculty Senate on its activities annually or on request. Membership consists of the Faculty Senate Policy Committee Chair; three faculty members from different colleges elected by the Faculty Senate (three-year terms); one academic dean, associate dean, or assistant dean selected by the Council of Academic Deans for a one-year term; and a nonvoting staff resource person appointed by the Provost. The chair is designated by the Provost.

4. Faculty Salaries and Fringe Benefits Committee. Membership consists of the chair of the Faculty Senate Welfare Committee; four faculty members appointed by the Provost for three-year terms; the chair of the Organization of Academic Department Chairs; and a college dean elected by the Council of Academic Deans. The chair shall be designated by the Provost. Selected staff members from the Office of Administration and Advancement Business and Finance shall be appointed as nonvoting resource members by the Vice President for Administration and Advancement Business and Finance.

5. Fine Arts Committee. This committee is charged with the general oversight, coordination and promotion of the cultural and artistic enrichment of campus life. It reviews the annual program of University fine arts activity and provides advise and guidance in the planning and execution of this program. The Fine Arts Committee shall appoint representatives to the advisory committees of campus organizations which regularly program fine arts events. Membership consists of one faculty representative from each college; a representative of the classified staff selected by the Staff Commission; a faculty senator; an undergraduate student representative; and a graduate student representative; and an appointee of the Provost. The committee annually elects its own chair.

6. Libraries Advisory Committee. This committee reviews and advises on policies for the University Libraries. Membership consists of the Director of Libraries (nonvoting); one faculty representative from each college; a Faculty Senator; an undergraduate student representative; and a graduate student representative. The chair is elected annually from
the committee membership.

7. University Assessment Committee. This committee reviews the progress and reports of the departments, colleges, and units as to institutional effectiveness. The Committee is responsible for preparing the annual report on institutional effectiveness to the South Carolina Commission on Higher Education. It reviews and recommends policy related to university assessment and ensures that assessment procedures are consistent with current goals and planning objectives. Membership consists of one faculty representative from each college; a Faculty Senator; an undergraduate student representative; a graduate student representative; a representative from the Office of Student Affairs; a representative from Admissions and Registration; a representative from the Office of Institutional Advancement; the Director of Assessment; and the Head of Institutional Research. The Chair is appointed by the Provost from among the faculty members.

This committee provides leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance the effectiveness of the University. The committee develops and recommends university-wide assessment policies, assists in developing assessment procedures that meet accepted standards for data collection and analysis, reviews assessment procedures for consistency with goals and objectives, reviews results of assessment activities and recommends improvements, reviews the progress of the university in implementing assessment activities, reviews all assessment reports and coordinates the preparation of annual reports for the state Commission on Higher Education, strives to ensure that assessment information is not misused, and monitors the effects of assessment to ensure that assessment results are used in subsequent planning activities.

Members of the Assessment Committee with three-year terms include: two representatives from each college and one from the library appointed by the respective deans, two representatives from different areas of Administration and Institutional Advancement appointed by the Vice President for Administration and Institutional Advancement, and two representatives from Student Affairs appointed by the Vice President of Student Affairs. Two undergraduate students are appointed by the Vice President for Student Affairs for two-year terms. A representative of the Faculty Senate, one college dean appointed by the Council of Academic Deans, and one graduate student appointed by the Dean of the Graduate
School serve one-year terms. The Directors of Assessment and of Planning are ex-officio, nonvoting members. The Head of Institutional Research and other nonvoting members, recommended by the committee and appointed by the Provost for one-year term, serve as resource persons for the committee. The vice-chair is elected annually by the committee and will succeed the chair the following year. The chair remains as a member of the committee for the year following his tenure as chair. The three members, chair, vice-chair and former chair, do not count against allocations from the colleges.

8. Financial Aid Committee. This committee reviews and recommends policy on financial aid to the Provost and Vice President for Academic Affairs. Members are the Director of Financial Aid; a graduate student representative; one undergraduate student selected by the Student Senate President; one undergraduate student elected by the Minority Council; and four faculty members elected by the Faculty Senate to two-year terms.

9. Innovation Fund Awards Committee. This committee administers the Clemson University Innovation Fund, which provides a source of funding for unique ideas that do not have an alternative University funding source; provides an incentive for innovative initiatives and programs that have a mutual benefit to the University; and promotes the application of skills, techniques, and knowledge of two or more disciplines toward a common goal or goals. Priority is given to proposals that support initiatives that enhance or improve undergraduate education. The Fund is not intended to support proposals for which other university funding sources exist.

The committee reviews and evaluates the merits of proposals received. Proposals are given priority based on uniqueness, need, and overall benefit to the University. Members of the committee are the Provost and Vice President for Academic Affairs; the Vice President for Agriculture, Natural Resources, and Research; the Chair of the Assessment Committee; the Chair of the Strategic Planning Committee; an Endowed Chair; and an Alumni Master Teacher. The Provost appoints the Alumni Master Teacher and the Endowed Chair. The Provost chairs the committee.

Information concerning the preparation of proposals can be obtained from the Office of the Provost and Vice President for Academic Affairs.

E. Committees Reporting to the Vice President for Agriculture, Natural Resources, and Research
1. Animal Research Committee. This committee consists of the University Veterinarian; the University Animal Facilities Administrator; a faculty member from each academic college having animal facilities; a wildlife specialist; and a resident of a local community, not an employee of the University. Committee appointments are made by the Vice President for Agriculture, Natural Resources, and Research for indefinite terms. The committee elects the chair. The committee is the principal university advisory group on the humane care and use of animals. It maintains oversight of the university animal programs, facilities, and procedures, and reviews the care and use of all animals included in the University Policy.

2. Institutional Biosafety Committee. This committee consists of the Associate Vice President for Research Compliance; four faculty members from disciplines relevant to recombinant DNA technology; two residents of the local community, not employees of the University; and one nondoctoral laboratory technician. All members and chair are appointed by the Vice President for Agriculture, Natural Resources, and Research to serve indefinite terms. This committee reviews and approves all recombinant DNA activities conducted at or sponsored by the University and assesses the facilities, procedures, practices, and the training and expertise of personnel engaged in recombinant DNA, chemical hazards, and biohazards research activities conducted at or sponsored by the University. It also assesses the facilities, procedures, practices, and the training and expertise of personnel engaged in recombinant DNA activities.

3. Committee for the Protection of Human Subjects. This committee consists of the Associate Vice President for Research Compliance (chair); one faculty member from each academic college having a significant number of activities involving human subjects; a medical doctor, nominated by the Vice President for Student Affairs; and a resident of the local community, not an employee of the University. All members are appointed by the Vice President for Agriculture, Natural Resources, and Research to serve indefinite terms. This committee, functioning as the Institutional Review Board, approves all University activities of the University that involve human subjects and ensures that the rights and welfare of subjects are adequately protected, that the risks to subjects are outweighed by potential benefits, and that the informed
consent of subjects is obtained by methods that are adequate and appropriate.

4. Patent Committee. This committee consists of the Associate Vice President for Research (chair); the University Legal Counsel (secretary); the Associate Vice President for Sponsored Programs; the Dean and Director of the S.C. Agricultural Experiment Station; the associate deans of the Colleges of Engineering, Sciences, and Commerce and Industry; one faculty member elected by the Faculty Senate, twice renewable; one faculty representative each from the colleges of Agricultural Sciences, Engineering, Commerce and Industry, and Sciences; two members representing the other colleges of the University, for one-year rotating terms; one graduate student representative; one undergraduate student nominated by the Dean of Student Affairs for a one-year term. This committee recommends patent policy to the Vice President for Research, approves or disapproves patent proposals, submitted in accordance with University patent policies, and makes recommendations to individuals and administrative units submitting patent proposals and to the Vice President for Research.

4. Intellectual Property Committee. This committee consists of a Chair appointed by the Vice President for Agriculture, Natural Resources, and Research; the Senior Contract Advisor; the University Legal Counsel General Counsel (secretary); a representative from Administration and Advancement; an associate dean from each college; one graduate student representing the Graduate Student Association, for a one-year term; one undergraduate student nominated by the Dean of Student Affairs for a one-year term. All appointments are made by the Vice President for Agriculture, Natural Resources, and Research, upon recommendation from the academic deans, where appropriate. This committee recommends intellectual property policy to the Vice President for Agriculture, Natural Resources, and Research; approves or disapproves patent and other intellectual property proposals submitted in accordance with patent policies of the University; and makes recommendations to the Vice President for Agriculture, Natural Resources, and Research.

5. Research Advisory Committee. (Currently inactive - recommend reconstituting) The committee consists of the Associate Vice President for Research (chair); Associate Vice President for Sponsored Programs; one faculty representative from each of the colleges of Agricultural Science, Engineering, Commerce and Industry, Sciences; and Forest and
Recreation Resources, two members representing the other colleges, for one-year rotating terms. Members, whenever possible, should have research experience. The committee recommends policies and procedures that enhance the University faculty research program to the Vice President for Research.

5. University Research Grant Committee. This committee consists of the Associate Vice President for Research (chair) and one two faculty representatives elected for three year terms by the faculty from each college. The chair is elected annually by the committee. This committee receives applications from faculty members in all departments of the University for grants in support of research. Eligible faculty are those with tenure or tenure-track status or emeritus faculty. Only one submission per person is allowed. Faculty who have received a URGC grant within the previous two years are not eligible. The committee makes grants to new faculty members initiating research and to faculty members initiating research in a new area or in areas where other sources of support are inadequate or nonexistent. Priority is given to new faculty (5 years or less at Clemson). Grant applications may be obtained from the Office of Sponsored Programs. Applications are solicited annually through announcements in the Clemson Newsletter. The committee also administers the Provost Research Awards Program.

F. Organizations Committees Reporting to the Vice President for Student Affairs

1. Safety and Fire Prevention Committee. This committee serves to counsel and support the University Safety Coordinator and assist in the development of safety policy and programs. It consists of the University Safety Coordinator; the Director of Athletics (or designee); the Director of Student Health Services; the Manager of the Clemson Forest; one faculty member from each college of the Colleges of Agricultural Science, Engineering, Nursing, Sciences, and Commerce and Industry (nominated by the deans of the colleges for three-year terms); one Physical Plant Facilities Maintenance & Operations member nominated by the Director of the Chief Facilities Officer Physical Plant for a three-year term; a member of the Office of Business and Finance nominated by the Chief Financial Officer that Vice President for a three-year term; a graduate student representative; an undergraduate student representative; and a
Faculty Senate representative. All are appointed by the Vice President for Student Affairs President of the University, who also designates the chair.

2. Alcohol and Other Drugs Awareness Task Force Committee. In addition to organizing programs and disseminating information regarding alcohol and drugs, this committee studies and recommends policy to the Vice President for Student Affairs. The committee consists of three Student Affairs staff members and two faculty members appointed by the Vice President for Student Affairs; two faculty members elected by the Faculty Senate; seven undergraduate students, six elected by the Student Senate and one elected by the Panhellenic Council/Interfraternity Council; one staff member from the University Police Department; and the Coordinator of Alcohol and Drug Education. This committee is made up of representatives of designated various departments within the University as well as from the local community. The Vice President for Student Affairs will appoint members to represent the following areas: University Union, University Housing, Counseling and Psychological Services, Health Services/Medical Services, Health Services/Health Education, Public Safety, Peer Health Educators, Athletics, County, Student Government, Public Affairs/Publications, Clemson City Police, Fraternities and Sororities, Campus Ministry, the Graduate Student Association, and other individuals as appropriate. Two faculty members are will be appointed by the Faculty Senate. The chair is elected annually by the committee.

2. Athletic Council. (Moved to President)

3. Greek Affairs Committee. This committee studies and recommends all policy on fraternities and sororities to the Vice President for Student Affairs. The committee consists of the Advisor for Greek Affairs; the President of the Panhellenic Council; the President of the Interfraternity Council; the President of the Pan-Greek Council; the Associate Director of Housing Residential Life; two faculty members elected by the Faculty Senate to two-year terms; and one independent student nominated by the Student Body President. The chair is designated by the Vice President for Student Affairs.

4. Media Advisory Board. The duties of the Media Advisory Board
include advising the Joint Media Advisor on any matter concerning the operation of the media, hearing complaints and suggestions from any person concerning any media organization or the media in general, and accepting or rejecting the annual budget proposal as presented by the joint media advisor. The board consists of the Joint Media Advisor (chair), an administrator appointed by the Vice President for Student Affairs, one member of the faculty elected by the Faculty Senate, one nonfaculty employee from University Relations Public Affairs, two members of the Student Senate elected by the Student Senate to serve one-year terms, two students-at-large selected by the President of the Student Body to serve one-year terms, the editors of TAPS ,and-The Tiger, Chronicle, and Reveille, and the program director of WSBF, and the president of Clemson Cable Network (CCN).

5. Recreation Advisory Committee. This committee studies, formulates, and recommends all policy relating to physical recreation facilities and programs to the Vice President for Student Affairs. The committee's membership consists of two undergraduate students selected by the President of the Student Senate; a graduate student representative; three faculty members (one from the Department of Parks, Recreation and Tourism Management) elected by the Faculty Senate for three year terms; one staff member each from the offices of Business and Finance, Student Affairs, and Institutional Advancement (each selected by the appropriate Vice President or Director); the Director of the University Union and Student Activities (nonvoting); the Director of Fike Campus Recreation Center (nonvoting); and the Director of Tennis; and a member of the Classified Staff Commission. The chair is elected annually by the committee.

6. Student Health Committee. This committee formulates and recommends policy on food services, health service, counseling/career planning, and student insurance to the Vice President for Student Affairs. Members are the Director of Health Services Redfern Health Center; the Director of Counseling and Psychological Services Center; the Business Manager of the Office of Business Director of Campus Services; the Associate Dean of Student Development; the Associate Director of Residential Life Housing; the chair of the Student Senate Food and Health Committee and one member of that committee nominated by the chair; one undergraduate student nominated by the Student Body President; one undergraduate student appointed by the Vice President for Student Affairs.
Affairs; one graduate student representative; and one faculty member elected by the Faculty Senate to a two-year term. The chair is designated by the Vice President for Student Affairs.

7. University Union Board. The Board governs the Clemson University Union and has the responsibility for all program activities of the Union. It formulates and recommends policy to the Vice President for Student Affairs. The board consists of six students; a faculty member elected annually by the Faculty Senate; the University Union Director of the University Union and Student Activities (nonvoting); and the Union Program Director (nonvoting). The student members are the President, Vice President, and Secretary of the Union; the chair of the Union Program Committee; and two students appointed by the Student Senate and chairs of the seven program committees. The President Director of the University Union and Student Activities Affairs is chair.

8. The Traffic and Parking Committee. This committee advises the Vice President for Student Affairs Vice President for Administration to the President’s Office on all matters pertaining to traffic and parking. It consists of a chair, appointed by the President Vice President for Student Affairs; a representative of the Office of Student Affairs the Student Affairs Deans’ Office; the Director of Public Safety; the Supervisor of Grounds and Special Services; the Campus Master Planner; a representative of the Housing Office; a member of the Athletic Department; the chair of the Traffic and Grounds Committee of the Student Senate; a member of the Civil Engineering Department with appropriate expertise; one faculty member nominated and appointed by the Provost for a three-year term; a Faculty Senate representative; one graduate student representative; and one undergraduate student nominated by the Vice President for Student Affairs for a one-year term. Faculty and student members are appointed by the Provost.

9. Student Advisory Board. This group consists of eighteen students ranging from freshmen to graduate students reflecting the diversity of the student body at Clemson University. This group is responsible for communicating thoughts/ideas/suggestions on ways of improving student life at Clemson to the Student Affairs Administration. Issues include health service operations, security issues, bookstore services, career services, parking and shuttle services, computer services, etc. This group
met meets on a monthly basis and is chaired by the Student Affairs Director of Management Services.

G. Committees and Boards Reporting to the Vice President for Business and Finance Administration and Advancement

1. Accident Review Board. This committee consists of the Director of Risk Management (chair) from Administration and Advancement; and Safety (chair), one representative from each Vice Presidential area, representatives of the Faculty Senate; Classified Staff Affairs; the Organization of Academic Department Heads; Student Government; and representatives from Research Services; Student Affairs; Agriculture, Forestry and Life Sciences; Faculty Senate; Classified Staff Affairs; Student Government; Campus Services; Public Safety; and Transportation Services. In accordance with State guidelines, the board reviews accidents which involve University vehicles belonging to the University according to State guidelines. The Board also makes recommendations to the appropriate agencies or departments for improving safety.

2. Bookstore Advisory Committee. This committee reviews and advises on policies for the University Bookstore. Membership consists of the Manager of the Bookstore (nonvoting); one two faculty representatives from each college and one from the Library; a representative of the Faculty Senate; an undergraduate student representative; and a graduate student representative; a representative from the classified staff; and the Director of Campus Services (nonvoting). The chair is elected annually from the committee membership.

3. Vending Machine Committee. This committee consists of the Budget Director (chair); the Provost; the Vice President for Student Affairs; the President of the Faculty Senate; the President of the Graduate Student Association; the President of the Student Body; and the Assistant Vice President for Business Services Director of Fiscal Affairs or their designees. The committee reviews requests from university departments or organizations for the funding of special activities from the Vending Machine Fund.

H. Other University Councils and Committees Organizations
1. The Council of Academic Deans. This group advises the Provost and Vice President for Academic Affairs on policy questions and serves as a forum for communication between the Provost and the several colleges. Chaired by the Provost, membership includes the senior vice provosts; the College collegiate deans; the Vice President for Agriculture, Natural Resources, and Research; Director of University Research; the Dean of Libraries; the Director of Computing and Information Technology; and the President of the Faculty Senate; and others as designated by the Provost.

2. Organization of Academic Department Chairs Heads. This group serves as a forum for communication between the Academic Department Chairs Heads and others at the University, such as the Faculty Senate, the Council of Deans, the Academic Council, and the University Administration. This organization also provides advice on academic and administrative matters. An Executive Committee composed of a member from each college represents the group between meetings of the membership.
PART VII.

PROFESSIONAL PRACTICES

A. Overview

The first responsibility of teaching faculty is to their students. Because faculty teach not only by formal instruction but also by example, they must be fully aware of their responsibilities to their students and must endeavor to fulfill those responsibilities conscientiously.

Some policies concerning faculty-student relationships—particularly those regarding class attendance, academic dishonesty, and student rights and responsibilities—are set forth in greater detail in the University's Student Handbook, a copy of which each faculty member receives. Various policies contained in the Handbook are subject to review by the Faculty Senate or the Commission on Undergraduate Studies, or both. Faculty are advised to become conversant with the Handbook, especially as it pertains to the kinds of academic matters dealt with below.

B. Work Load

The normal faculty workload entails teaching and research assignments; service to a department, a school, a college, and the University; and other professional activities. The usual teaching assignment at Clemson University is 9-12 credit hours for each of the two regular semesters. The particular teaching assignment of an individual faculty member may, for a number of reasons, vary from department to department and even within departments. Departments with heavy faculty research obligations may in some instances reduce teaching loads and assign the hours so released to research. Released time may also be provided through funded research. Unusually heavy service assignments (e.g., committee work, administrative duties, advisory responsibilities, extramural service) may also lead to reduced teaching assignments, depending upon the staffing situation in a given department. In some instances graduate courses, off-campus courses, or unusually large classes may be considerations in workload decisions.

Off-campus courses are offered by some Colleges. The program at Furman University leading to the Master of Business Administration degree through the College of Commerce and Industry Business and Public Affairs and the courses taught at the Greenville Higher Education Center (CHEC) University Center of Greenville are two examples. These courses are taught by Clemson faculty and carry University credit.

Faculty on non-teaching appointments and librarians have their work assignments made on the basis of particular tasks to be accomplished or periods to be covered. Faculty members whose responsibilities include teaching as well as non-teaching assignments have their workloads established on a percentage basis.
Courses are assigned to faculty by their department head—chair on the basis of established departmental procedures. Factors taken into consideration include: departmental needs, faculty expertise, faculty preferences for particular teaching assignments, faculty schedules, and the nature and extent of non-teaching workloads.

C. Work Schedule

Members of the learned professions, whether faculty or administrators, by tradition and practice give generously of their time, energies, and abilities to further their institution's goals and purposes and their own professional pursuits. There is no reasonable way of regulating the hours devoted to such activities and no meaningful way of measuring them. Truly professional scholars, teachers, researchers, and administrators devote significant portions of their waking hours to such pursuits. Clemson University recognizes that this unique combination of responsibilities for teaching, research, public service, and administrative activities mandates considerable variation in professional work schedules. **However, the active duty period for nine-month faculty covers the period August 15-May 16. Faculty members may be required to perform work related tasks throughout that period.**

Replace the bold portion by: [The employment contract for nine-month faculty covers the period August 15-May 16. Outside this period faculty members may not be required to work for the University without compensation.]

Except for formally scheduled classes and other regular activities, the duty schedules of the full-time teaching faculty are necessarily flexible. The discretion of the individual faculty member, therefore, governs the use of non-classroom time in accordance with the various demands of University and of public service, continuing scholarly development, research, writing, and other professional activities. Those in administrative positions and in full-time research have similarly unpredictable demands made upon their time. Beyond the fundamental requirement that faculty meet their scheduled classes and fulfill other regular commitments, faculty are evaluated on the quality of their performance as scholars, teachers, and researchers rather than on such quantitative bases as the number of their preparation hours or the regularity of their work schedules.

Because of the extended schedule of hours for which library service must be available, librarians have their work loads distributed over long working days and seven-day working weeks. Librarians' total work loads, however, should be comparable to those of professional personnel similarly situated in other University positions.

D. Syllabus

I. A syllabus is mandatory in every undergraduate class.

II. A syllabus should include the following information. If any of the following information is not available at the time of the printing of the syllabus, the instructor should inform the students of that information at the next class meeting after it becomes available.

   a. Reference information
      1. the class section number
2. the class meeting time(s)
3. the name, office number, University phone number, and office hours for all people responsible for teaching the class-instructor(s) and teaching assistants
4. a policy statement in line with the faculty manual on how long students are expected to wait for the professor if the professor is late for class

b. Required materials
   1. the titles of all textbooks, each designated as required or optional
   2. a topical outline
   3. a schedule for the semester (e.g., daily, weekly, biweekly)

c. Class content coverage
   1. the goals and objectives for the class
   2. the scale of grading in the class, including weight that will be given tests, papers, reports, discussion and participation in other forms of classroom and outside activities, and the final examination
   3. a class attendance policy

III. The syllabi should be filed in the departmental office.

IV. A. The responsibility for monitoring adherence to the stated syllabus requirements rest on both the students and the department.
   B. Departmental syllabi monitoring should include at least
      1. that faculty be required to turn in a syllabus every academic year for every course taught
      2. that a sample of undergraduate course syllabi used that year be checked for the above specific syllabus requirements
   C. Student monitoring will occur via the existing appeal channels available to students.

Replace the entire section on "syllabus" by: [A syllabus will be prepared for every undergraduate class and made available to students at as early a class meeting as is practicable. It should give the course expectations, including a topical outline of the course, grading policies, and attendance policies.]

B. Office Hours

Faculty members should also be accessible to students with respect to course work outside of scheduled class-meeting times. Because of the diverse nature of the academic departments, each department or school establishes its own written office hour policy (approved by the college dean).

C. Teaching Practices

Lecture courses meet fifty minutes per week per credit hour. Two or three contact hours of laboratory are assigned per credit hour. A semester is normally fifteen class weeks in length, exclusive of final exams. Three-credit classes meet for fifty minutes Monday, Wednesday, and Friday or for seventy-five minutes Tuesday and Thursday.
This pattern allows for a fifteen-minute break between classes. Prompt dismissal of classes permits students who must travel between widely separated classroom buildings to enter their next class on time. A three credit-hour summer course meets for ninety minutes, five days per week, for twenty-five meetings. Appropriate adjustments are made for courses with more or fewer credit hours, or for laboratory courses.

A limited number of regular semester courses and summer courses are offered on variant schedules. Most of these are late afternoon or evening courses intended for graduate students and other special groups.

Clemson University's master schedule is coordinated by the University Schedule Committee. Course offerings are listed in advance of preregistration, which occurs in April for the fall semester and in November for the spring semester. Listings of summer offerings are usually available at the November and April preregistration.

1. Faculty Class-Meeting Responsibilities. Teaching faculty are obligated to meet their classes regularly at the appointed times. When there are valid reasons for being absent from class (e.g., illness and other emergencies, or travel on University business), the faculty member should notify the affected classes in advance if at all possible. Suitable arrangements, such as, substitute instructors, library assignments, or other appropriate utilization of class time, should also be made. If no advance arrangements are made, students are authorized to leave after a fifteen minute wait waiting the time specified Replace the end of the sentence by: [by the teacher at the beginning of the course.] in the course syllabus.

2. Attendance Policy. The full attendance policy for undergraduates is set forth in the Student Handbook but key points are as follows. The faculty member is obligated to inform students in writing about attendance policy during the first full week of classes. In some departments attendance policy is established on a departmental basis. Students are expected to attend all sessions of lectures and laboratories punctually and regularly. Absences are matters to be resolved between faculty member and student, and it is the student's responsibility to make up work missed due to absence from class. Regular and punctual attendance at all class and laboratory sessions is the responsibility of each student. College work proceeds at such a pace that regular attendance is necessary in order for each student to obtain maximum benefits from instruction. All absences are matters to be resolved between the instructor and the student. In the event that a student finds it necessary to be absent from class, it is the student's responsibility to make up resulting deficiencies. Return to the original -- i.e., no change.

The Student Health Service does not issue official "medical excuses." Students in the infirmary are provided an in/out slip, and a faculty member can telephone the Health Center to confirm an illness. (No diagnosis or other confidential information is given.) Redfern Health Center does not issues official "medical excuses." Students visiting the Center are given a receipt. This document or a telephone call to the Center can be used to confirm services were rendered. No diagnosis or other confidential information is given.
A student who incurs excessive absences in a given course may be dropped from a course by the instructor in accordance with stated course policy. Students may withdraw from a course by obtaining a Schedule Change Form from the Registrar's Office and having it signed by the instructor. The signature indicates that the instructor has been notified of the student's intention to drop the course and is not to be construed as an authorization for so doing. \textit{using the online [University] drop and add system}. Students who withdraw after the first four weeks of classes shall have grades recorded for those courses. Prior to the last five weeks of classes, this grade would normally be "W." Students are limited to no more than fourteen hours of "W" grades during their academic careers. Transfer students, however, may withdraw from no more than ten percent of their total academic work (up to fourteen hours of course work, whichever is fewer) remaining in their chosen undergraduate curriculum at the time of their transfer to Clemson University.

3. Examinations and Grading. Faculty should announce course requirements, procedures for examinations, and grading standards during the first full week of classes. Written final examinations are required in all undergraduate lecture courses, except in certain laboratory or practical courses in which final examinations are not deemed necessary by the departmental faculty. Faculty maynot depart from the published examination schedule without the permission of the Schedule Coordinator. Faculty, however, may at their discretion excuse from final examinations students who have achieved an "A" average in course work prior to the final examinations. The standing of a student in his work at the end of a semester is based upon daily class work, tests or other work, and final examinations. Faculty members may excuse from the final examinations all students having the grade A on the work of the course prior to the final examination, but for all other students written examinations are required in all subjects at the end of each semester, except in certain laboratory or practical courses in which final examinations are not deemed necessary by the department faculty.

Final examinations must be given on the dates and at the times designated in the final examinations schedule.

Clemson University authorizes the assignment of the following undergraduate grades: A--excellent work; B--above average work; C--satisfactory work; D--unsatisfactory but passing work; F--failure (to receive credit the student must repeat the course and earn a "D" or above); W--withdrew from the course prior to the last five weeks of classes in the regular semester; I--incomplete work (to be used only when a relatively small part of all course requirements has not been completed). Under some circumstances a course can be taken on a Pass/Fail basis.

A student receiving an "I" is allowed thirty days after the beginning of the next regular semester to make up the incomplete work. One extension of the deadline may be granted in unusual circumstances if approved by the instructor and department head.

A make-up grade form is sent to each instructor who gives an "I" grade, and the form has a place to approve an extension. The grade of "I" remains on the academic record until the make-up grade is received in Student Records.
though the "I" grade is computed like an "F" in the student's grade average, the instructor should submit a make-up grade of "F" if that is intended to be the final grade.

An undergraduate may not repeat a course for credit in which a grade above "C" has been earned. Both grades are recorded in the student's transcript. For more detailed information on examinations and grading, faculty should consult the section, "Scholastic Regulations," in the University catalog.

Replace the entire section on Examinations and Grading by:

3. Examinations and Grading. Faculty should announce course requirements, procedures for examinations, and grading standards during the first full week of classes. Without agreement of students affected by a final examination schedule change, final examinations must be given on the dates and at the times designated in the final examinations schedule. Detailed information on grading procedures can be found in an appropriate University publication.

4. Student Rights and Responsibilities. As indicated in the 1967 Joint Statement on Rights and Freedoms of Students of AAUP, academic institutions exist for the transmission of knowledge, the pursuit of truth, the intellectual development of students, and the general well being of society. Free inquiry and free expression are indispensable to attaining these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are indispensable elements of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the community at large. Students are expected to exercise their freedom responsibly.

The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community. The faculty member, in the classroom and in conference, should encourage free discussion, inquiry, and expression. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgments about matters of opinion; however, they are responsible for learning the content of any course of study for which they are enrolled.

Student performance is to be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students receive protection against prejudiced or capricious academic evaluation by means of orderly procedures set forth in the Student Handbook.

Information about student views, beliefs, and political associations which faculty members acquire in the course of their work as instructors, advisors, and counselors is confidential. It is a faculty member's professional obligation to guard against the improper disclosure of such information. Faculty judgments concerning the ability and character of any student are to be provided only as the academic growth and development of the student may be fostered and only on a need-to-know basis.

5. Privacy. Specifically, the privacy of students and the regulation of access to
and release of their University-maintained records come under the federal government's Family Educational Rights and Privacy Act of 1974. This act accords students the right of access to their "educational records"--defined as records, files, documents, and other materials (including, but not limited to, handwriting, print, tapes, film, microfilm, and microfiche) which both contain information directly related to a student and are physically maintained by the University or by anyone acting for the University. However, not included in the definition of "educational records"--and thus excepted from such student access--are supervisory, instructional, and administrative personnel records and such items pertaining thereto as grade books, observational notes, and notes for recollection purposes so long as they remain in the sole possession of their authors and are not revealed to any person other than the authors' substitutes. Thus federal law (as well as the South Carolina Freedom of Information Act) does not require faculty and administrators to give students access to such records as are personally maintained by faculty and are kept in strict confidence by faculty.

For faculty, then, the main significance of the Family Educational Rights and Privacy Act is that the right of access to information concerning student grades and other performance evaluations is limited to the students themselves and not to any third party except: [including parents] except those with a clear need to know (such as substitute faculty and official custodians of records). Delete the remainder of this paragraph. Thus, for example, grades received by an individual student for any type of scholastic work performed may not be publicly communicated either in oral or written form that uses any personally identifiable information (e.g., the name, address, or Social Security number of the student) without the written consent of the student. Likewise, faculty should not allow potential third-party access to graded tests and papers--for example, by placing them in a receptacle outside the door of a faculty office for student pickup or by making them available in a departmental office.

Likewise, faculty should not mention grades or scholastic progress to parents, verbally or written, without the prior written consent of the student. Without such written consent, faculty should not discuss scholastic progress relating to a specific individual over the phone, even if the person to whom they are speaking identifies themselves as the specific student.

Faculty should also be aware that students have the right to review confidential recommendations that are used in application for employment or for admission to the University or to other educational institutions, or that contains information concerning honors and awards--provided that such recommendations are included in educational records maintained by the University and that the students have not waived this right.

Under the South Carolina Freedom of Information Act, scholastic records prepared and maintained by individual faculty may be kept in confidence and are not subject to mandatory disclosure to any person, including students. That is, the Act specifically excludes such "scholastic records" from those "public records" to which it gives citizens access.

It should be noted, however, that the Act could be interpreted to include such scholastic "tools" as syllabi, textbooks and other assigned readings, illustrations, photographs, films, phonograph materials, etc. used in a course of instruction, and
any other documentary materials prepared, owned, used, in the possession of, or retained by a public body such as Clemson University. All such items then are potentially accessible for inspection by citizens upon due application.

The full University policy statement regarding compliance with the Family Educational Rights and Privacy Act of 1974 is available from the office of the Vice President for Student Affairs (Sikes Hall). Information concerning and interpretations of federal and state laws governing such matters can be obtained from the University Executive Officer or the University General Counsel (Office of the President, Sikes Hall).

6. Academic Dishonesty. Academic dishonesty is construed as the giving, using, or receiving of unauthorized aid in the performance of academic work. Included within this concept is plagiarism, defined as the copying of the language, the structure, or the ideas of another and attributing the result—explicitly or by implication—solely to one's own efforts.

The penalties for academic dishonesty are listed in the Student Handbook. For a first offense the maximum penalty is a grade of "F." Further offenses are punishable with a grade of "F" as well as with dismissal from the University. The President of the University must approve suspension or dismissal.

The procedure for dealing with academic dishonesty is as follows:

a. the instructor informs the student in private of the nature of the charge and requests in writing that the department head or chair verify from the Registrar whether or not there have been prior offenses;
b. upon receipt of that information, the instructor notifies the student in writing of the charge of academic dishonesty and of the penalty recommended by the instructor and the department head or chair;
c. the student has fourteen calendar days from the receipt of the written notice in which to file a grievance with the Student Academic Grievances Committee;
d. if no grievance is filed, the instructor forwards copies of the written notification to the dean of the college and the Registrar.

7. Student Advising. Advising is a unique form of teaching and offers special rewards to both students and faculty. Faculty with special dedication to students and with commitment to perform work more demanding than classroom teaching should be the faculty chosen as academic advisors. It follows, therefore, that advising along with classroom teaching is considered in assessing performance.

The primary purpose of academic advising is to assist students in their pursuit of educational programs designed to attain their life goals and meet career objectives. An academic advisor helps students identify and assess alternatives and evaluate consequences of their decisions. Good advising assists students in understanding institutional policies and procedures; in making academic decisions and examining progress toward goals; and in understanding available institutional and community support services. Therefore, the signature of an advisor indicates that the student has sought consultation and not necessarily approval of the decision.
Each academic unit has an Academic Advising Coordinator who assumes primary responsibility for knowing academic regulations and policies; attends university meetings on advising; disseminates information to other advisors; and monitors and assists other advisors. All advisors will schedule adequate and convenient office hours to meet student needs for consultation. Special attention will be given to student advising needs during preregistration, orientation, and late registration periods.

[NOTE TO COMMITTEE MEMBERS: As requested, I checked with George Carter on this. According to him, this wording reflects the current situation. There is a draft proposal regarding advising, but the final recommendations have not been made or accepted by the university.]

8. Evaluation of Teaching by Students. The University provides a standard form for student evaluation of teaching faculty. Individual departments may develop their own forms. These forms are usually distributed near the end of the semester. The instructor should announce to the students that completed forms will not be examined until course grades have been submitted. It is recommended that instructors leave the room while forms are being completed by students.

Unless departmental guidelines provide otherwise, the use of University forms is at the discretion of the instructor and results need not be shared with others. Administrators responsible for faculty evaluation may request that a faculty member submit these forms if evaluations are based wholly or in part upon classroom teaching effectiveness.

9. Handicapped Students. Federal law prohibits discrimination in programs and activities receiving federal financial assistance. Clemson University is in compliance with these laws including Section 504 of the Rehabilitation Act of 1973 which states: No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Clemson University has established a Committee on Access and Accommodations for Individuals with Disabilities to assist the University's advisor to the Handicapped in counseling students. This Committee aids the advisor selecting curriculum and planning academic programs for students. (Committee responsibilities are listed in VI-640.)

Faculty may encounter many types of handicapped individuals. Instructors are encouraged to ascertain any special needs of students within their classes. Suggestions for working with handicapped students may be obtained from the Advisor for the Handicapped and the Counseling Center.

Students with Disabilities. Clemson University complies with federal law that prohibits discrimination in programs and activities for students with disabilities. Section 504 of the Rehabilitation Act of 1973 states:
No otherwise qualified handicapped individual...shall, solely by reason of his handicap, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Delete the remainder of this paragraph: The Americans with Disabilities Act, signed into law on July 26, 1990, reinforces the concept of reasonable accommodations in education and mandates greater access to employment, transportation and public accommodations. The ADA Coordinator is in the Office of Access and Equity and is responsible for insuring compliance with this mandate.

Delete the first sentence: The Coordinator of Disability Services is in the Office of Orientation, Leadership and Disability Services and serves as advocate for students who self-identify, ensuring that they have access to all university programs. Appropriate documentation of the disability is required and once obtained, a letter of accommodation is developed with the student who hand delivers it to their instructors. Delete next sentence: Students are encouraged to discuss their accommodations with their instructors early in the semester. While some students may disclose their specific disability, it is their right to keep the name and details for the disability confidential.

The Office of Disability Services provides auxiliary services such as assisting with early registration; transcribing recorded lectures; and assisting with recorded texts, interpreters for the deaf, and readers for the blind. Direct classroom accommodation such as test proctoring, extended time, and alternative test formats are arranged by the academic department once the accommodation letter is received. Faculty are encouraged to discuss students’ needs when they self-identify; however, accommodations should not be provided without receiving the above mentioned accommodation letter with a current date and original signature. Delete final sentence: Consultation and information is available through the Office of Disability Services.

FG. Graduation and Commencement Ceremonies

Faculty members are required to participate, in appropriate academic regalia, in at least one graduation/commencement ceremony per year. The Faculty of each college will develop a policy for faculty representation at each graduation or commencement ceremony. The college deans shall ensure that an appropriate representation of faculty is present at each ceremony. For each ceremony, a marshal and a standard bearer shall be chosen to lead the college faculty into service. Replace this entire paragraph on graduation and commencement by: Graduation, Commencement, and Other Formal Academic Ceremonies. Faculty members shall normally participate in appropriate academic dress in at least one of the following academic ceremonies annually: Graduation, Commencement, Honors and Awards Day. The faculty of each college shall determine appropriate representation at
each ceremony. Each department (or school, if there is no department) of the college shall ensure that its proportionate representation is present. Where appropriate a marshal and a standard bearer shall be selected to lead the college faculty into the ceremony.

GH. Summer Employment

Faculty on nine-month appointments may accept compensated summer employment elsewhere, in the University's two summer sessions, or in connection with such specific assignments (e.g., special administrative or committee duties or research) as may be offered through the University. Faculty on nine-month appointments are not required to teach in summer sessions. Insert: [Likewise, nine-month faculty are neither required to perform University duties nor be available for University responsibilities without compensation outside the period August 15-May 16.] Faculty on twelve-month appointments, however, are required to perform year-round duties, with time off for annual leave (vacation).

Faculty who teach at Clemson in either of the two summer sessions are expected to fulfill the regular responsibilities associated with University instruction, such as holding classes as scheduled and maintaining reasonable office hours. Likewise faculty with special summer research or other responsibilities should make known to their supervisors where and when they may usually be contacted.

Compensation for summer school teaching is computed on the basis of the faculty member's base salary per credit hour - of 2.75% of the faculty member's base salary per credit hour. The total compensation for summer school teaching for the entire summer may not exceed one-third of the faculty member's base salary for the immediate preceding academic year.

I. Other Summer Employment. Compensation for other teaching, for sponsored research, and/or for extension activities performed during the months between the academic years (fall and spring semesters) and not related to a summer session is computed at the same rate as for a nine-month faculty member's "base period" for the immediately preceding academic year. (Here "base period" means either a semester or an academic year.)

The formula for calculating compensation for summer employment other than summer-session teaching follows (with "base pay" meaning the compensation allowed for full-time employment during a base period.) The letter P in the preceding line has been changed to lower-case p. Also move the period outside the parenthesis.

Calculate the faculty member's daily compensation rate by dividing the number of working days during the summer period into one-third of the faculty member's base pay for the immediately preceding academic year. The faculty member is then paid at this rate for each day of employment by the University during the summer
period. When a legal or declared holiday happens to fall on a working
day during the summer period, it is to be considered a paid holiday if
the faculty member has been or is to be employed for a minimum of
thirty successive working days, which include the holiday(s) in the
summer period. Vacation leave is accrued at the rate of one and
one-half days for each twenty working days. Such leave may be
taken only during the time period supported by the summer
employment funding source(s) and is subject to approval on form
CUBO-400. It is approved and recorded within each department,
Delete the preceding comma, and is not reflected on the
University computerized leave system. See extra 2 letters in
preceding 6 lines.

HJ. Dual Employment.

Faculty members may be employed on an overload pay basis for services which are
outside the requirements of their primary job responsibilities. Such dual employment
may be either internal (e.g., overload teaching at Clemson) or external (work for
another state agency.) Dual employment requests must be submitted on the
appropriate forms and approved through administrative channels before the dual
employment begins. The maximum compensation allowable is thirty percent of
the base period salary (semester, academic year, or calendar year, as
appropriate). The University Personnel Division Division of Human Resources
(656-2426) can supply further details.

IK. Private Outside Employment

"Private outside employment" refers to both private consulting activities and other
remunerative outside activities of faculty members. "Consulting activity" is defined as
professional work performed outside University auspices that is substantively related
to a faculty member's area of expertise and duties at the University. "Outside
activities" refers to employment or business activities (other than personal and private
financial transactions) designed to enhance the income or wealth of the faculty
member but not directly related to his/her area of expertise as a faculty member.
Professional employment by the University clearly presumes a commitment of time and
effort considerably beyond simply fulfilling such scheduled duties as meeting classes.
Excessive involvement in private outside employment of any kind must by definition
have detrimental effects upon the performance of professional duties. Such lowered
performance levels by necessity affect decisions regarding tenure, promotion, and
salary.

1. Consulting. Consulting activities can contribute to the professional
development and stature of the faculty member, and thus may benefit the University as
well as the faculty member, so long as such activities are kept within reasonable
bounds. The University, therefore, encourages consulting activities, provided that
they present no conflicts of interest and do not diminish the quantity and quality of
professional services rendered to the University as part of the faculty member's
normal duties and responsibilities. The primary safeguard is the requirement that the
faculty member secure advance approval for consulting activities from the department
head-chair, school director and the dean. Department heads, chairs, school directors and deans shall evaluate the merits of each request to consult to ensure that the activity is beneficial to the University in that no conflicts of interest exist, no conflict with University duties or responsibilities is present, and the total amount of consulting by the faculty member is not excessive. Guidelines developed by the dean of each college for use in this evaluation shall be provided to the faculty after review by the Provost to ensure consistency with this policy.

2. Outside Activities. Outside activities are not viewed as beneficial to the University and are not encouraged. If engaged in, they must pose no conflict of interest or result in any lessened contribution by the faculty member to the University. The outside activities of part-time as well as full-time faculty members must not impinge in any way upon the duties and responsibilities of the faculty member to the University.

3. Use of University Facilities and Equipment. University facilities and equipment shall not be used in the furtherance of outside activities in any instance, and shall only be used in the furtherance of consulting activities when: 1) such facilities and equipment are not available commercially, and 2) approval in advance has been secured from the Vice President for Business and Finance Administration and Advancement.

4. Reporting Requirements. A form for securing approval in advance for consulting activities must be submitted for any proposed consulting that is to occur during the faculty member’s period of employment. Faculty members on nine-month appointments need not complete this form for consulting that is to occur during the period in which they are not employed by the University.

Faculty members are not required to secure advance approval for outside activities, but should be prepared to disclose the nature and extent of such activities to their department head-chair, school director and dean if a possibility of conflict of interest or impingement upon the proper performance of duties arises.

H. Sabbatical Leave

Sabbatical leave may be granted by the President of the University to any tenured faculty member who has completed at least six years of full-time service with the University. The purposes of sabbatical leave are to relieve faculty of normal duties so that they might pursue significant projects facilitating their professional growth and development, thus enhancing their future contributions to the mission of the University. Such leaves, therefore, are not granted automatically upon completion of the necessary period of service. Other constraints operating upon the granting of sabbatical leave may be departmental staffing, faculty work loads, and budget restrictions or limitations.

A request for sabbatical leave shall be submitted to the department head-chair or equivalent administrator on the standard form and must be accompanied by a narrative outline of the project to be pursued, a statement explaining how that project will contribute to the faculty member’s professional growth and development and
his/her future contributions to the University's mission, and the faculty member's qualifications for undertaking and completing that project. When possible, faculty are advised to submit such applications at least six to twelve months prior to the date on which the proposed leave is to begin.

The head chair shall forward a recommendation on the requested sabbatical leave to the school director, dean or the equivalent administrator. (College bylaws may provide that such matters are reviewed by a collegiate personnel committee.) If, upon review, the dean director concurs with a positive recommendation, the application shall be forwarded for approval to the dean, the Provost and thence to the President. If the director or dean does not concur with the positive recommendation emanating from the department, he/she shall consult with the head chair and render a decision. Note that D in the 3rd line back has been changed to lower-case d.

Applications for sabbatical leave by faculty on nine-month appointments may entail a request for one semester of leave at full pay or for two successive semesters at half pay. Applications for sabbatical leave by faculty on twelve-month appointments and administrators with faculty rank may be made for periods up to six months at full pay or for periods of over six months to one calendar year at half pay. Certain fringe benefits may be continued during sabbatical if arrangements are made in advance with the Personnel Office Division of Human Resources.

Sabbatical leaves are granted in good faith. When such a leave is ended, a faculty member is expected to return to regular service with the University for at least one contract year or, at the University's request, refund the remuneration received from the University during that time. Upon return from sabbatical leave faculty file a written report on their professional activities during the leave period with the department head chair or school director.

KM. Other Leave and Holidays

As state employees, faculty are eligible for state leave and holiday benefits. For a full explanation refer to the Personnel Manual. A brief explanation of some of the leave benefits follows. Note the added letter s in preceding word.

1. Annual leave: Faculty on an academic year (nine-month) appointment do not accrue annual leave. - (twelve-month appointments only), often called vacation leave, accrues monthly and may be used for any purpose. The terms of annual leave for persons holding twelve-month faculty appointments, which includes administrators and librarians, are somewhat different from those of classified personnel. Annual leave for twelve-month faculty is accumulated at the rate of eighteen working days per year for the first nineteen years of service at Clemson, and thirty days per year thereafter. A maximum of forty-five unused leave days may be carried forward into each calendar year. Although all accumulated leave may be used each year, no more than thirty working days of leave may be used in one calendar year without the Provost's approval. Twelve-month faculty on sabbatical leave accrue annual leave provided they return to duty.

2. Sick leave accrues monthly at the rate of 9.38 hours of sick leave per month, for every month a faculty member is in a pay
status for one-half or more workdays in the month and it [Sick leave] for preceding pronoun may be used when personal illness or injury prevents one from performing regular duties. May also be used for medical appointments and care of immediate family members (limited). To a maximum of 5 days per year, sick leave may also be taken for the illness of an immediate family member.

3. **Funeral leave** is available to attend the funeral of an immediate family member. A faculty member shall, upon request, be granted up to three consecutive days of leave with pay upon the death of any member of his/her immediate family. “Immediate family” is defined as the spouse, great grandparents, grandparents, parents, brothers, sisters, children, grandchildren and great grandchildren of either the faculty member or his/her spouse.

4. Court leave is granted for obedience to a subpoena or other legal direction by a proper authority to serve on a jury, testify, or serve as a witness. Any jury fees and travel payment shall be retained by the faculty member. When a faculty member is a voluntary witness in litigation as an individual, and not in any official capacity, court leave is not granted.

5. Military leave is granted, up to the maximum accorded by state law (currently 15 days), for active duty or training with the armed forces of the United States or the National Guard. The leave days need not be consecutive and may involve more than one tour of duty.

6. Holiday leave is granted for official holidays; however, teaching schedules and other circumstances may require the faculty member’s presence. Nine-month faculty receive the regular student holidays listed in the University catalog unless special circumstances require their presence.

7. A faculty member who shifts from a nine-month to a twelve-month appointment shall have leave calculated on the basis of the total number of years service to the University.

8. A faculty member who shifts from a twelve-month to a nine-month appointment has the following options for handling accrued annual leave: 1) all accrued annual leave earned (up to a maximum of forty-five days) will be credited to the individual’s account and frozen until retirement or termination, upon which the credited amount will be paid at the salary rate in effect upon retirement or termination; 2) all accrued annual leave (up to a maximum of forty-five days, regardless of any leave used in the current calendar year) will be computed at the rate of salary in effect immediately prior to the transfer to the new appointment and will be paid to the individual on the last payday prior to the transfer. It is the faculty member’s responsibility to notify the Division of Human Resources if such a shift is being planned.

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**LN. Graduate Study by Faculty**

With the approval of the appropriate administrators and the Dean of the Graduate School, University faculty, administrators, and staff may pursue graduate work for credit at Clemson. However, no faculty member with a rank higher than Instructor may be considered as a candidate for an advanced degree at Clemson University in his/her primary area of professional responsibility nor in the department in which he/she is a member.
MO. Professional Travel

Clemson University recognizes the importance of attendance at professional meetings to faculty growth and development and encourages faculty participation in such activities. Thus the University provides financial support for professional travel to the extent that financial circumstances permit. Funds in the University's travel budget are disbursed to the deans of the several colleges, who in turn make allotments to the academic departments. Department heads chairs and school directors are responsible for establishing travel criteria and priorities. Such criteria and priorities can vary from year to year depending upon the travel funds available, the number of faculty applying for professional travel allotments, the nature of faculty participation in particular meetings, distances to be traveled, modes of travel, etc. On these bases, department heads chairs allocate travel funds among departmental faculty. Departments normally try to maintain small contingency travel funds for special circumstances.

To be reimbursed for travel expenses the faculty member completes a Travel Voucher and attaches to it receipts for registration, transportation, and lodging. Meal reimbursement is subject to the state per diem schedule. Reimbursement for official travel in personal vehicles is only allowed under certain conditions. Cash advances for travel may be secured by completing a Travel Cash Advance form (available from the departmental or school office) and taking the signed form to the Office of Financial Management Bursar's Office. Travel outside the United States and Canada involves special procedures for approval.

N. Conflict of Interest

When faculty engage in either sponsored or University supported research or such other activities as serving as paid or unpaid consultants, as part-time employees of any organization or agency, or as owners with significant interests in private businesses, their conduct may be subject to the Conflict of Interest Statutes (Title 18 USC 202209, as presently constituted). Also of possible relevance in such cases are the guidelines set forth in "On Preventing Conflicts of Interest in Government Sponsored Research at Universities" (AAUP Policy Documents and Reports, January 1977, pp. 81-82). These and other relevant documents are available in the Office of University Research.

Faculty are responsible for being alert to actual and potential conflicts of interest when they are involved in sponsored University activities at the same time that they have significant interests in private businesses, engage in outside part-time work, or provide consultative services. Prior to initiating such activities, faculty are expected to notify their immediate supervisors in writing of any actual or potential conflicts of interest. The supervisor shall forward such statements for review to the Provost or to an administrator designated by the Provost. A written opinion as to whether or not conflict of interest exists shall be transmitted to the faculty member concerned and to his/her supervisor.

Note: Moved to Policy Section

QQ. Computer-Software Copyright Infringement Policy.
Clemson University forbids the unauthorized reproduction of computer software or the use of illegally obtained software. Using University equipment to make illegal copies of software is prohibited. Software used at Clemson University may be used only in accordance with the manufacturer's license agreement. Faculty and students are responsible for being aware of the licensing restrictions for the software they use on any University computer or computer system or on any privately owned computer housed in University facilities.

According to both South Carolina and Federal law, it is illegal to reproduce copyrighted software without permission.

Note: Moved to Policy Section
RESOLUTION ON FACULTY COMPENSATION

Whereas, the average faculty salaries at Clemson University are below those of most peer institutions; and

Whereas, at least in the past seven years, top university administrators have received raises which on the average have been more than twice the average raises given to Faculty; and

Whereas, insufficient faculty salaries and annual salary increases have jeopardized the ability to recruit and retain key faculty and has resulted in good faculty leaving Clemson University for better salary and benefits, which represents a serious threat to the morale of faculty and thus the quality of education at Clemson University; and

Whereas, by virtue of Clemson University's accreditation by the Southern Association of Colleges and Schools, the University must demonstrate good faith to maintain high standards of quality by adhering to the tenets of accreditation set forth in the Proceedings of the Southern Association of Colleges and Schools (Vol. 43 (2): pp 53-58); that is,

"...The attraction and retention of able faculty and the maintenance of faculty morale require that an institution provide adequate faculty salaries and benefits. A satisfactory program of faculty compensation must include annual reviews of all salaries based on clearly stated criteria for salary increments" (vide page 58); and

Whereas, there is no program for faculty compensation at Clemson University which includes reviews of salaries based on clearly stated criteria for salary increments. Therefore,

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

As an example for developing a program for faculty compensation, it is recommended that guidelines from the AAUP Policy Documents and Reports be followed. Specifically, the section entitled The Role of the Faculty in Budgetary and Salary Matters, part III, Faculty participation in decisions relating to salary policies and procedures. It should be noted that this document (attached) was jointly formulated by the American Council on Education, the Association of Governing Boards of Universities and Colleges, and the American Association of University Professors (Academc 76:45-48).
Before any decisions on curtailment become final, those whose work stands to be adversely affected should have full opportunity to be heard. In the event of a merger, the faculties from the two institutions should participate jointly in negotiations affecting faculty status and the academic programs at both institutions. To the extent that major budgetary considerations are involved in these decisions, the faculty should be given full and timely access to the financial information necessary to the making of an informed choice. In making decisions on whether teaching and research programs are to be curtailed, financial considerations should not be allowed to obscure the fact that instruction and research constitute the essential reason for the existence of the university. Among the various considerations, difficult and often competing, that have to be taken into account in deciding upon particular reductions, the retention of a viable academic program necessarily should come first. Particular reductions should follow considered advice from the concerned departments, or other units of academic concentration, on the short-term and long-term viability of reduced programs.

III. FACULTY PARTICIPATION IN DECISIONS RELATING TO SALARY POLICIES AND PROCEDURES

The Statement on Government asserts that "the faculty should actively participate in the determination of policies and procedures governing salary increases. Salaries, of course, are part of the total budgetary picture; and, as indicated above, the faculty should participate in the decision as to the proportion of the budget to be devoted to that purpose. However, there is also the question of the role of the faculty as a body in the determination of individual faculty salaries.

A. The Need for Clear and Open Policy

Many imagined grievances as to salary could be alleviated, and the development of a system of accountability to reduce the number of real grievances could be facilitated, if both the criteria for salary raises and the recommendatory procedure itself were (1) designed by a representative group of the faculty in concert with the administration, and (2) open and clearly understood. Such accountability is not participation per se, but it provides the basis for a situation in which such participation can be more fruitful.

Once the procedures are established, the person or group who submits the initial salary recommendation (usually the department chair, alone or in conjunction with an elected executive committee of the department) should be informed of its status at each further stage of the salary-determination process. As the Statement on Government points out, the chief competence for the judgment of a colleague rests in the department, school, or program (whichever is the smallest applicable unit of faculty government within the institution), and in most cases the salary recommendation presumably derives from the judgment. The recommending officer should have the opportunity to defend that recommendation at a later stage in the event of a serious challenge to it.

B. Levels of Decision Making

Not all institutions provide for an initial salary recommendation by the department chair or the equivalent officer; the Association regards it as desirable, for the reasons already mentioned, that the recommendation normally originate at the departmental level. Further review is normally conducted by the appropriate administrative officers; they should, when they have occasion to question or inquire further regarding the departmental recommendation, solicit informed faculty advice by meeting with the department head or chair and, if feasible, the elected body of the faculty. It is also desirable that a mechanism exist for review of a salary recommendation, or of a final salary decision, by a representative elected committee of the faculty above the department.

This section does not take into account those situations in which salaries are determined according to a step system and/or a standard salary is negotiated for each rank. The salary policy and, in effect, individual salaries are public information under such systems.
level in cases involving a complaint. Such a committee should have access to information on faculty salary levels. Another faculty committee, likewise at a broader level than that of the department, may be charged with the review of routine recommendations.

Of the role of the governing board in college and university government, the Statement on Government says: "The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers, the president and the deans, and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation." The Statement adds that "in the broadest sense of the term" the board "should pay attention to personnel policy." The thrust of these remarks is that it is inadvisable for a governing board to make decisions on individual salaries, except those of the chief administrative officers of the institution. Not only do such decisions take time which should be devoted to the board's functions of overview and long-range planning, but such decisions also are in most cases beyond the competence of the board.

When financial exigency leads to a reduction in the overall salary budget for teaching and research, the governing board, while assuming final responsibility for setting the limits imposed by the resources available to the institution, should delegate to the faculty and administration concurrently any further review of the implication of the situation for individual salaries, and the faculty should be given the opportunity to minimize the hardship to its individual members by careful examination of whatever alternatives to termination of services are feasible.

C. Fringe Benefits

The faculty should participate in the selection of fringe benefit programs and in the periodic review of those programs. It should be recognized that of these so-called fringe benefits, at least those included in Committee Z's definition of total compensation have the same standing as direct faculty salaries and are separated for tax purposes. They should be considered and dealt with in the same manner as direct payment of faculty salary.

"See Regulation 15 of the "Recommended Institutional Regulations on Academic Freedom and Tenure."
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CLEMSON UNIVERSITY

Centennial Professorship Award Selection Committee

Nominated by the
Faculty Senate Advisory Committee

Walt Owens, Chair
Robbie Hughes
Joe Louderback
Don McKale
Tom Scott
New Senators

College of Agriculture, Forestry & Life Sciences
  Nancy Ferguson
  Sidney Gauthreaux
  Beth Kunkel
  Ed Pivorun
  Horace Skipper
  Michael Worrell

College of Architecture, Arts and Humanities
  Kerry Brooks
  Alan Grubb
  Martin Jacobi
  Jerry Walker
  Harold Woodell

College of Business & Public Affairs
  Robert Campbell
  Mary LaForge
  John Warner

College of Engineering & Science
  Warren Adams
  John Huffman
  Gary Lickfield
  Matt Saltzman
  Eric Skaar
  Ray Turner

College of Health, Education & Human Development
  Larry Allen
  Shelley Barbary

Library
  Peg Tyler
consent of subjects is obtained by methods that are adequate and appropriate.

4. Patent Committee. This committee consists of the Associate Vice President for Research (chair); the University Legal Counsel (secretary); the Associate Vice-President for Sponsored Programs; the Dean and Director of the S.C. Agricultural Experiment Station; the associate deans of the Colleges of Engineering, Sciences, and Commerce and Industry; one faculty member elected by the Faculty Senate, twice renewable; one faculty representative each from the colleges of Agricultural Sciences, Engineering, Commerce and Industry, and Sciences; two members representing the other colleges of the University, for one year rotating terms; one graduate student representative; one undergraduate student nominated by the Dean of Student Affairs for a one-year term. This committee recommends patent policy to the Vice President for Research, approves or disapproves patent proposals, submitted in accordance with University patent policies, and makes recommendations to individuals and administrative units submitting patent proposals and to the Vice President for Research.

4. Intellectual Property Committee. This committee consists of a Chair appointed by the Vice President for Agriculture, Natural Resources, and Research; the Senior Contract Advisor; the University Legal Counsel; General Counsel (secretary); a representative from Administration and Advancement; an associate dean from each college; one graduate student representing the Graduate Student Association, for a one-year term; one undergraduate student nominated by the Dean of Student Affairs for a one-year term. All appointments are made by the Vice President for Agriculture, Natural Resources, and Research. This committee recommends intellectual property policy to the Vice President for Agriculture, Natural Resources, and Research; approves or disapproves patent and other intellectual property proposals submitted in accordance with patent policies of the University; and makes recommendations to the Vice President for Agriculture, Natural Resources, and Research.

5. Research Advisory Committee. (Currently inactive - recommend reconstituting) The committee consists of the Associate Vice-President for Research (chair); Associate Vice-President for Sponsored Programs; one faculty representative from each of the colleges of Agricultural Sciences, Engineering, Commerce and Industry, Sciences, and Forest and
1. Call to Order. Vice President/President-Elect Francis A. McGuire called the meeting to order at 3:32 p.m.

2. Introduction of Faculty Senate. Each member of the Faculty Senate present introduced herself/himself.

3. Approval of Minutes. The Faculty Senate Minutes of April 9, 1996 were approved as written.

4. Election of Senate/Faculty Representatives to University Committees. Motion made by Kenneth R. Murr to suspend normal voting rules and elect by plurality was seconded and passed. Senators then marked their ballots.

5. Committee Reports
   a. Committee Reports
      Policy Committee. Senator Pat Smart, Chair of the Policy Committee, submitted and informed the Senate that proposed changes to the Faculty Manual will be undertaken during New Business.

      Research Committee. Senator Tom Jenkins, Chair, noted that this Committee had met; submitted and briefly explained the Committee Report (Attachment A); and stated that the Research Ethics Policy will be revisited.

      Scholastic Policies Committee. Chair Syd Cross stated that this Committee reviewed and agreed with a memorandum regarding the retention schedule for faculty gradebooks, and will prepare a proposal for inclusion in the Faculty Manual. Senator Cross will mail three options under consideration regarding examination week and graduation to Senate members. Responses should be forwarded to President Curris, Provost Jennett, or Senator Cross as soon as possible.

      Welfare Committee. Senator and Chair Kathy Neal Headley reported that this Committee is finalizing work started during last year’s Senate session, and submitted a report dated April 17, 1996 (Attachment B).

      Finance Committee. Senator Headley submitted a report from Committee Chair, Roger Doost (Attachment C).
b. University Commissions and Committees

1) Senator Kenneth Murr requested a Sense of the Senate to pursue a joint resolution with the Classified Staff Commission allowing University employees with permits to park in any permitted parking space (except those specifically marked for handicapped, service vehicles, etc.). Following discussion, vote to support concept was taken and passed.

2) Senator Dale Linvill voiced his concern that the University Cooperative Extension Committee has not been active, and that it must become active in order to participate in important activities regarding Extension.

6. President's Report. Vice President/President-Elect McGuire provided an update on the Provost Search: the search is continuing and candidates will be interviewed by mid-June. The Faculty Senate will be involved in this process by having the Executive/Advisory Committee interview each candidate and develop a sense of the candidates to forward to the Search Committee; develop and distribute an evaluation form of presentations by candidates to faculty and staff; and tabulate and forward the results of these evaluation forms. The Faculty Senate was asked to provide ideas of a vehicle to solicit input from faculty who are unable to attend candidates' meetings with faculty and staff.

7. Old Business
   a. Former Senator Steve Stevenson brought forward for acceptance the Final Report by the Faculty Senate Select Committee to Define Roles and Responsibilities of Professoriate (Attachment D). Vote to accept Report was taken and passed unanimously.

8. New Business
   a. Senator Smart made a motion to accept proposed changes to the Faculty Manual from the Policy Committee which was seconded. Two-thirds vote to bring item to the floor for consideration passed unanimously. Senator Smart then explained the areas that were not chosen to be included in the Policy Committee proposal (versus those contained in the Faculty Manual Revision Committee recommendation). Following much discussion, vote to accept proposal was taken and passed unanimously (Attachment E).

9. Adjournment. Vice President/President-Elect McGuire adjourned the meeting at 4:38 p.m.

Kathy Neal Headley, Secretary

Cathy Toth Sturkie, Administrative Assistant

The Research Committee met on Monday, May 6, 1996 at 10 am in Room C127 P&A Bldg. The Committee discussed several issues of concern relating to research activities at Clemson and approved the following agenda items for the upcoming 1996-97 year:

1. Take an active role in following actions of the University regarding its decisions on administrative structure of the Office of University Research. This includes providing input on candidate qualifications during selection of administration of this Office, and then meeting with these individuals on a regular basis to communicate faculty concerns related to the research environment at Clemson.

2. Assess trends in support for research at Clemson University as a followup to the research survey conducted last year. This will include an analysis of changes that have occurred in recent years regarding faculty research appointments, research support staff including lab technicians and graduate research assistants, and laboratory space assignment for research activities.

3. Examine Research Institutes at Clemson University including their numbers and functions, administrative structure, and financial soundness.
1995-96 Faculty Senate Welfare Committee  
April 17, 1996

Attending: 
Kathy Neal Headley, Chair; Clint Isbell; Richard Poling; Frank Tainter

The 1995-96 Faculty Senate Welfare Committee met on April 17. In this final meeting, the members reported on the status of several issues and projects throughout the year.

During the fall semester, Frank Tainter, as the liaison from the Welfare Committee to the Tenure Review Committee, gave input into the committee's position paper regarding tenure.

Kathy Headley facilitated the review of the Faculty Workload Database System. The committee recommended further revisions and study; a committee is being formed to continue work on the document.

Clint Isbell pursued parking issues on our campus. After much input into current problems, the reactivation of the Parking Advisory Committee was initiated.

Earlier in the year, Marvin Dixon analyzed the salary data of faculty staff, and administration. The resulting information was shared with the Faculty Senate. Inequities still exist.

Rich Poling, liaison to the Women's Commission, reported to the Welfare Committee that the two proposals for the daycare center were not approved.

Rich Poling has drafted a faculty survey that will provide a means for faculty input regarding a number of issues facing the University. After revisions, the survey will be presented to the Faculty Senate for reaction. (The faculty club issue will be one of many included in the faculty survey.)

Gloria Bautista has been working on a resolution regarding the Status of Women. The resolution will be presented to the 1996-97 Welfare Committee and to the Faculty Senate during the fall semester.

Based on faculty inquiries, Kathy Headley is investigating procedures for evaluating faculty who teach off-campus courses.

The Welfare Committee recommended to the Executive/Advisory Committee that the Faculty Senate consider the establishment of an award for an outstanding administrator at Clemson University.

Members of the 1996-97 Welfare Committee, please forward available times during the last two weeks of May for our initial meeting. (e-mail Kathy Headley at KSN1177@clemson.edu)
Agenda for the Faculty Senate Finance Committee

1996-97

1. Review of University's current bonded indebtedness

2. Review of University's expenditure in academics, auxiliary enterprises, and overhead costs and comparison of same to prior years

3. Attempting to compare item 2 above to benchmark institutions

4. Assisting University administration with operational audit if necessary

The Senators are requested to review this list and advise the committee if there is any other major issue of concern that the Finance Committee needs to review during this academic year.

Roger K. Doost, Chair
Finance Committee
329 Sirrine Hall

May 1996
The Report of the Faculty Senate Select Committee on the Roles and Responsibilities of the Professoriate

Shelley Barbary  Jean Bertrand  Syd Cross  Tom Hughes  Beth Kunkel
David Leigh  Fran McGuire  D. E. Stevenson  Brenda Thames
Chuck Toney  Sixto Torres  Peg Tyler

May 14, 1996

1 General

This report has been developed by members of the Faculty of Clemson University. Our committee’s original aim was to address some of the charges being leveled against higher education. The report itself, however, has evolved into a discussion of the roles and responsibilities of faculty.

The term faculty is defined as anyone at Clemson who teaches in any capacity. That is, academic, extension, continuing education, etc. This is not a standard definition but emphasizes that we do not accept the artificial distinctions of administrative division. We, the Clemson Faculty, are a cohesive whole.

The usual approach to the discussion of higher education discusses certain faculty roles: (1) Education; (2) Interactions with various constituents; (3) Research; (4) Teaching; (5) Service to their Disciplines; (6) Curricula Development; and (7) Leadership roles in University governance. These are not sufficient, in our view, to capture the full range of involvement at Clemson University. An alternative model, proposed by Boyer[2], defines four types of faculty scholarship: (1) Scholarship of discovery; (2) Scholarship of integration; (3) Scholarship of application; and (4) Scholarship of teaching. Again, the Committee saw this as a fruitful way of thinking about some, but not all, of the roles and responsibilities of faculty. The Committee decided we should formulate the roles and responsibilities de novo.

Our deliberations took the following route:

1. The careful study the Mission of the University. (This was unanimously seen as Thomas Green Clemson’s Will. While there have been much more recent attempts to define a Clemson University mission, the Committee believes that all persons—trustees to students—view the Will as central.)

2. The derivation of the Mission of the Faculty from the Mission of the University.

3. The derivation of the roles and responsibilities of the faculty from the Mission. (There must be a clear relationship between the Mission of the Faculty and how that Mission accomplished.)

4. The presentation of the case to sell the faculty. (The appendices list various activities that can be studied to help the public understand the role of the professoriate. The public should also understand what is not the role of the professoriate.)

This report follows the above outline.
2 The Mission of Clemson University

As a land grant institution founded by the last will and testament of a man with a vision of a school that would serve the needs of the people of South Carolina, Clemson University has a three-pronged mission of teaching, research and service. As faculty members, we are committed to supporting that mission. In our view:

To fulfill its historic, expanded, and evolving mission, Clemson offers graduate programs within five colleges and a graduate school to a diversified on-campus student body and to a variety of audiences through continuing education courses on and off campus. The institution’s role within the State of South Carolina is fulfilled through its mandated thrusts in agriculture and natural resources, architecture and art, engineering, basic science, and technologies, and through an expanded role which also addresses the State’s cultural and economic needs through an emphasis in health services, business, and the liberal arts. Clemson University's response to public service is dynamic and unique. It is reflected though the expertise of each of its colleges faculties, the S.C. Experiment Station, the Clemson University Cooperative Extension Service, and numerous regulator of programs which provide technical assistance, continuing education, technology transfer, and extension activities commensurate with life in a changing world and global society.

The fulfillment of Clemson’s mission rests in the main with the Faculty, who individually, collectively, and in cooperation with all University personnel gather, interpret, and disseminate knowledge, generate new knowledge independently and in conjunction with colleagues and students; stimulate creative thought and expression; foster critical thought and literacy; initiate progressive change; prepare students to cope with the world as it is, contribute to student development; train leaders for a better world and who can appreciate and understand the diversity of modern life; and advance the common good by anticipating and devising new solutions for intellectual, scientific, social, and technical problems.

As the steward of students, taxpayers, alumni, and donors, Clemson University will: engage in strategic planning; implement, direct and review authorized programs, modifying goals and operations as deemed necessary; and assess student faculty, and administrative performance regularly and in accordance with standards upheld by both the University’s evaluation procedures and those of appropriate professional societies.

3 The Mission of the Faculty

In the same vein, we can develop the missions statement of the Faculty.

In accordance with the Mission of Clemson University the professoriate has the fundamental charge of educating students in the scholarship, theory, and practice of the academic discipline. The professor is responsible for teaching students to develop critical, analytical, and abstract thought; to synthesize information; and to build skills and the methodologies to meet the needs of life-long learning. The professors objective is to encourage and challenge students, both inside and outside the classroom, to creatively implement their acquired knowledge in order to contribute to their communities, the State, and the world around them.
The relationship between the professor and the student within the classroom is dynamic. Lecture, demonstrations, instruction, and evaluation are ongoing activities that occupy scheduled class time. A professor spends considerable time acting as a resource for students. For example, advising students is not limited to course registration and degree requirements, but rather encompasses everything from guidance on research to discussions over critical career and life decisions. Graduation does not end this relationship. Advice and letters of recommendation are part of the long term faculty commitment to students and alumni.

Public responsibility, as mentioned in the Mission, is fulfilled through the services provided by the library, cultural events, extension, continuing education, and public service programs within academic departments. The teaching and advising that faculty volunteer outside the classroom to local and State organizations are significant and give visibility to student accomplishments as well. In fulfilling the Service mission, the professoriate gives rise to a network of information and communication that a student would not be able to access any other way. Professional service plays a key role, as well, in creating future opportunities for students. Faculty service is important in the recruitment of both new faculty and student. Finally, the Faculty serves an important function in the governance the University and often serves as the “long term institutional memory” between administrations.

In addition to these responsibilities, individual professors have the important task of continuing their own educations. It is vital, for the sake of their students that the faculty remain current on theory and practice within their own discipline. Research, attending conferences, and exhibiting or publishing work are the primary ways faculty achieve this end. Knowledge gained through these activities not only guide course content but can effect positive changes to meet present and future needs of society.

4 Analyzing the Mission

Clemson University has special obligations associated with land-grant institutions. For example, research is demanded of the land-grant institution. Land-grants have accepted a tripartite mission of teaching, research, and service.

In the table below, we list tasks implied by Clemson’s Mission and we categorize them in terms of teaching (T), research (R), and service (S) (Table 1).

5 Roles and Responsibilities of the Professoriate

Having carefully analyzed the missions, the Committee defined five roles for the Faculty:

1. Student Oriented,
2. Community Oriented,
3. University Oriented,
4. Profession Oriented, and
5. Scholarly Oriented.
**Mission Statement**

- Communicate knowledge
- Develop materials
- Develop cultural literacy
- Develop an appreciation of the diversity and richness of the world around us.
- Build skills
- Foster critical thinking
- Apply abstract concepts in specific cases
- Induce general principles from case histories
- Synthesize concepts
- Develop both breadth and depth of knowledge imparted.
- Prepare students for lifelong learning
- Develop the “global citizen” through “internationalization”
  (tech schools prepare students for limited career choices; universities prepare the whole person)
- Expose students to the history of thought from many cultures
- Expose students to various opinions
- Develop a shared body of knowledge
- Guide students through the complexities of the knowledge explosion
- Develop abilities to compare, contrast, criticize, synthesize and analyze.
- Teach teachers
- Motivate and inspire students to commit to the life of the mind
- Develop sensitivity to communications needs
- Utilize various learning styles
- Communicate with the individual in the group setting
- Help the student maturation process.
- Develop understanding and tolerance of other cultures and ideas.

Table 1: Teaching, Research and Service
What follows is a list of activities by which we fulfill our responsibilities. These activities are presented as simple (more or less self-defining) statements. We present this section as two tables. The first list faculty activities. The second table correlates the activities with the five orientations.

Activities Table

1. Faculty as student academic mentors.
2. Faculty as student life mentors.
3. Faculty as mentors to other faculty.
4. Faculty as classroom teachers.
5. Faculty as teachers outside the classroom.
6. Faculty in service to external agencies.
7. Faculty roles in curricular development.
8. Faculty service in the development of their profession.
9. Faculty roles in academic governance drawing upon their experience and expertise to insure the effective functioning of the University.
10. Faculty contributions to human knowledge through scholarship.
11. Faculty outputs: patents, inventions, extension, etc.
12. Faculty in support of the community: Library, community needs and quality of life.
13. Faculty in support of the community: extension
14. Faculty in support of the community: continuing education
15. Faculty in support of the academic community: academic departments
16. Faculty as recruiters of new students and faculty.
17. Faculty responsibility to maintain currency: the 5 year life of technology.
18. The special role of the Education faculty.
19. The special role of the Nursing faculty.
20. The special role of Extension.
21. The special role of helping disadvantaged citizens.
22. Special community relationships: Greenville Hospital, Biotechnology Alliance, etc.
23. Special role and responsibilities at the Strom Thurmond Institute.
24. Faculty grant, contract activities.
25. Faculty role in modern technology extensions to the traditional campus: Extension TV to every county.
26 Contribution to the cultural life of the community: Brooks Center, Performing Arts, Fine Arts, museums, planetarium, etc.

27 The role of faculty in specialized centers such as the Center for Computer Aided Manufacturing and the Clemson Apparel Research Center.

28 The responsibility of the faculty to develop a shared understanding of the state and world in the multinational 21st century.

29 The faculty role in providing employment skills to acquire a job.

30 The faculty role in providing life-long learning skills.

31 The faculty role in providing students internships, etc.

32 Special role of the Architecture faculty in service projects.

33 The faculty provide experiences through competitions ranging from science fairs to engineering and artistic national competitions.

34 Faculty resources for federal, state, and business communities.

35 Faculty responsibility for professional development.

36 The faculty role in professional certification.

37 The faculty role in remedial education.

38 Faculty contribution to human knowledge through scholarship.

Roles Table

Student Oriented. 1, 2, 4, 7, 10, 16, 21, 25, 26, 27, 29, 30, 31, 33, 27, 38

Community Oriented. 5, 6, 11, 12–15, 18–19, 20, 21, 22, 23, 25, 28, 30, 32, 40

University Oriented. 3, 7, 9, 16, 24

Profession Oriented. 3, 5, 6, 7, 8, 11, 35, 36, 24

Scholarly Activities. 4, 17, 22, 23, 35, 24
Appendices

NOTE: the following issues were addressed by the Committee but time constraints prevented their full investigation. To develop a complete picture of the roles and responsibilities of the Clemson faculty these issues require further study.

A Interviews

Interviews with professors representing a cross-section of the Faculty should be conducted to flesh out this report with specific details.

- Interviews with professors who have been chosen by outside constituents for their contribution to the education of students, for example, interviews with Alumni Professors and Class of '39 Professors.
- An Interview with at least one professor holding a triple appointment in agricultural sciences.
- Interviews with leading professors from each college speaking to the tripartite mission of teaching, research, and service.

B Student Demographics: from day-care to elder hostel.

We need to have a serious study of demographics, not just the report that comes out of Assessment. Who are our students? Where do they come from? Where do they go? What do they bring to the table (SAT, etc)?

C College surveys

- How many contacts are made by the community seeking information for commercial use.
- Where do the students go?
- Graduation information: rates by major and college.

D Specialized Programs Run by Faculty

Information concerning Faculty participation in

- PEER
- SUCCEED
- WISE
- STEP
- Governor's School Summer Research
- NSF Research Experience for Undergraduates
- USDA Summer programs
E  Why K-12 education is not enough

This should be a discussion of the whole issue of education from kindergarten through professional school and continuing education. Why is K-12 not enough in the 21st century? Why have graduate programs at all?

F  Misconceptions about tenure

It is important for the people of South Carolina to know that tenure does not mean a lifetime of guaranteed employment with no standards. We should stress our review process at Clemson.

G  Money topics

The supporters and taxpayers have a right to know where their money goes. We should have available the details of

- Where does the student tuition check go?
- Where do tax dollars given Clemson University go?

H  What is “quality” in post-secondary education?

There are many “experts” in this area but no real enlightenment has emerged. We, the Faculty, should define quality and then gain acceptance of the people.

I  Faculty and graduate teaching at Clemson.

We should document the time and energy spent by both the professoriate and the graduate assistants.

J  List of centers administered by Clemson and their import to the community/state.

There are many activities at Clemson that support the economic life of the State. These should be outlined and their importance clearly stated.

K  List of centers in South Carolina because industry sought consultation with Clemson faculty

Examples are waste management and ceramics.

L  Anatomy of grants and contracts

The detractors of higher education seem to think that all we do is grants and contracts. These detractors seem to have no concept of what is involved, how they come about, or who holds them. We need to discuss
Final Roles Report—May 14, 1996

1. What is involved: deliverables, time expended, How do they work? Types, etc.
2. Just who holds grants.
3. What is the financial return and to whom.

M Free or low-cost services provided by Faculty

Just what services are provided by the Faculty? And to whom?

N The Faculty frustrations

1. The real story on academic salaries: why are we the lowest paid in the Southeast?
2. The Fallacy of the "Six Hour Week"
3. The Faculty caught in the double bind: when teaching and research collide.

References


I. WORKPLACE AND PERSONNEL

GENERAL STATEMENT ON PERSONNEL POLICIES

As University and State employees, faculty must adhere to numerous personnel policies. These policies are given in their entirety in the Clemson University Personnel Policies and Procedures Manual which is available in the Library and in each departmental office.

Summer Compensation for 9-month Faculty Members; Dual Employment; Method of Compensation Deductions; Computerized Leave Systems; Annual Leave (Payment upon Retirement or Death); Sick Leave; Leave With Pay; Leave Without Pay; Conditions Leave Policy; Unauthorized Absences; Employee Leave Transfer Program; Social Security; South Carolina Retirement System; Service Retirement; Optional Retirement Program; Disability Retirement; Retirement Options; Survivor's Benefits; Creditable Service; Federal Retirement; Workers Compensation; Education, Recreation, and Cultural Benefits; Eligibility for Membership and Fees for Use-Campus Recreation Facilities; Tuition Assistance Program; Group Insurance Benefits; S.C. State Health Insurance Program; Dental Insurance Program; Money-Plus Program; Cancer Insurance; Long-term Care Insurance; Disability Insurance; Life Insurance; Credit Union and Savings Bonds; Annuities and Deferred Compensation; Other Voluntary Deductions; Agency Directed Training; Employee Training Opportunities; Employee Innovation Program; Employee Drug and Alcohol Program; Employee Assistance Program; Conduct of Employee and Official Information; Political Activities of Employees; Smoking Policy; Missing Fund and/or Missing Property; General (Freedom of Information Act); Inquiries; Academic Permanent Records; Terminal Pay; Death; and Retirement.

The following summaries are of policies which are of interest to the majority of the faculty.

AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY POLICY

Clemson University, in compliance with Titles VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices; nor does the University, in compliance with the Age Discrimination in Employment Act of 1967, as amended, and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment on the basis of their age or because they are disabled veterans or veterans of the Vietnam era. Clemson University conducts its programs and activities involving admission, access, treatment, employment, teaching, research, and public service in a nondiscriminatory manner as prescribed by Federal laws and regulations.

In conformance with University policy and pursuant to Executive Order 11246, as amended, Section 503 of the Rehabilitation Act of 1973, and Section 402 of the

Inquiries concerning the above may be addressed to the following: President, Clemson University, Clemson, South Carolina 29634; Director for Human Resources, Clemson University, Clemson, South Carolina 29634; Director, Office for Civil Rights, Department of Education, Washington D.C. 20201.

**DRUG AND ALCOHOL POLICY**

Clemson University recognizes that the illegal or abusive use of alcohol or drugs by members of the campus community jeopardizes the safety of the individual and the campus community, and is not conducive to the academic learning process. Clemson University is, therefore, committed to having a campus that is free of the illegal or abusive use of drugs and alcohol. This policy is implemented in compliance with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act Amendments of 1989 and the South Carolina Drug-Free Workplace Act of 1990. Each employee shall receive and acknowledge receipt a copy of the Drug and Alcohol Policy. Further information can be obtained from the Office of Human Resources.

**NEPOTISM POLICY**

It is the policy of Clemson University that there shall not exist, in writing or practice, any prohibition, restriction or limitation on the simultaneous employment of two or more members of the same family which has an adverse impact on one or the other. For the purposes of this policy, the term "members of the same family" includes any combination of two or more of the following: each spouse, and the father, mother, brother, sister, son, daughter, niece and nephew of each spouse.

Members of the same family may be employed in academic or nonacademic positions, in the same or different departments or offices, provided, however, that when one member of the family would be required to function in a supervisory capacity in specific situations involving another member of the same family, the prior approval of the appropriate administrative officer for such an arrangement must be obtained. In such cases the administrative officer shall determine whether a member of the same family would be required to initiate of participate in institutional decisions involving a direct benefit - for example, appointment, reappointment, tenure, promotion, salary, leave of absence, etc. - to an applicant from the same family. A good faith determination by the appropriate administrative officer that it would not be in the best interests of the University to establish such a close working relationship between members of the same family, and that the additional family member should be denied employment, would not constitute a denial of equal employment opportunity to one sex over another. In such case the University shall make reasonable efforts to place the applicant in some other University position for which the applicant is qualified.

In situations where in one family member could influence personnel decisions affecting the other member of the same family, propriety dictates that the former excuse himself/herself from the decision-making process.
RACIAL HARASSMENT POLICY

Racial harassment of University faculty, staff, students or visitors is prohibited and shall subject the offender to appropriate disciplinary action.

It is the policy of Clemson University to conduct and provide programs, activities and services to students, faculty and staff in an atmosphere free from racial harassment. Racial harassment is any behavior that would verbally or physically threaten, torment, badger, heckle or persecute an individual because of his/her race. Faculty members can seek advice from the Office of Access and Equity.

SEXUAL HARASSMENT POLICY

Title VII of the Civil Rights Act of 1964, as amended, provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment. Harassment of an employee on the basis of sex violates this federal law. The Equal Employment Opportunity Commission has issued guidelines as to what constitutes sexual harassment of any employee under Title VII.

Title IX of the Education Amendments of 1972, as amended, prohibits sexual discrimination in any educational program or activity receiving federal financial assistance. Clemson University receives such assistance.

The Board of Trustees has determined that the Title VII guidelines on sexual harassment against employees shall be equally applicable in the instance of sexual harassment of students by employees. Accordingly, the following university guidelines are issued.

I. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

--- Submission to such conduct is made explicitly, or implicitly, a term or condition of an individual's employment or academic standing,- or

--- Submission to, or rejection of, such conduct by an individual is used as a basis for employment or for arriving at academic decisions affecting an individual or

--- Such conduct unreasonably interferes with an individual's work, or academic performance, or creates an intimidating, hostile or offensive working or academic environment.

Sexual harassment of university faculty, staff, or students is prohibited and shall subject the offender to oral or written warnings, suspension, transfer, demotion or dismissal. In the event a claim of sexual harassment arises, the claimant may utilize university grievance procedures which have been established for faculty, staff, and students, as appropriate.

II. The Board of Trustees has also determined that sexual harassment can occur not only in situations envisaged by existing federal laws and guidelines, but also in instances for which no law, per se, has been enacted. Federal law and the guidelines set forth above contemplate a one-directional transgression, namely, a supervisor harassing an employee, or faculty member harassing a student. However, sexual harassment occurs in many forms. Therefore, this policy also prohibits an employee from sexually harassing a superior, a student from sexually harassing a
faculty member, or any form of peer harassment. When such actions occur the offended individual should take corrective measures in accordance with usual practice and procedure.

For further information consult the Office of Access and Equity.

FACULTY CONSULTING POLICY

A new, uniform Faculty Consulting Policy is in the process of review and approval. In the Interim, faculty are requested to obtain a copy of the current consulting policy from their respective Dean's Offices.

COPYRIGHT POLICY

Clemson University recognizes the right of faculty to engage in the uncommissioned creation of all scholarly, pedagogical, and artistic work subject to copyright, to copyright such works, and to receive royalties from their use. "Uncommissioned creations" are defined as those which do not receive aid from the University or from an outside agency through University channels. As to other creations and their copyrights, the University relies on the discretion and professional ethics of faculty.

Computer programs developed by faculty without University support will at all times be solely owned by the authors of the copyright. Computer software programs developed with university support are subject to the University Computer Software Copyright Policy. For further information, contact the Office of University Research.

HUMAN SUBJECTS

Clemson University has filed the required general assurances of compliance with the regulations of the U.S. Department of Health and Human Services for the protection of human subjects. Although the assurance applies to human subject activities supported by federal funds, it has been adopted as University policy and, as such, applies to all human subject research activities carried out by University personnel. Faculty contemplating such activities must submit a form for approval to be reviewed by the Committee for Protection of Human Subjects. The Committee ascertains whether the rights and welfare of subjects are adequately protected, the risks to subjects are outweighed by the potential benefits, and the informed consent of subjects is obtained by adequate and appropriate methods.

Further, faculty engaging in human subject research are responsible for adhering to the relevant guidelines established by their professional and/or accrediting organizations. For further information, faculty should contact the Office of Research Compliance.

HUMANE CARE AND USE OF ANIMALS

Clemson University has established a policy and protocol for the use of live animals in research, instruction, and public service activities. Use of vertebrate animals is reviewed and approved by the Animal Research Committee. Faculty contemplating such activities must submit a protocol form requesting approval to the Committee. For further information, faculty should contact the Animal Research Committee or Research Services.

PATENT POLICY

Clemson University recognizes that research and scholarship should be encouraged without regard to potential gain from licensing fees, royalties, or other such income; however, the University also
recognizes that patentable inventions and discoveries may arise from staff research. The policies governing the administration of such inventions should provide adequate recognition and incentive to inventors and at the same time ensure that the University will share in the rights pertaining to inventions in which it has an equity. Any incomes accruing to the University shall be used in the furtherance of the University's academic mission, e.g. instruction, research and public service. Decisions as to the disbursement of such funds shall take into account recommendations by the Patent Committee. There is a University Patent Policy which is available to faculty members for further reference.

**POLICY on RESEARCH ETHICS**

(The Policy Committee decided that this material needs to be reviewed by the Faculty Senate Research Committee prior to approval by the Policy Committee.)

**II. EXTERNAL COMMUNICATIONS**

**MEDIA RELATIONS**

Responding to Media Inquiries

The University encourages administrators, faculty and staff to cooperate with and respond directly to news media representatives in discussing academic and public service activities and normal conduct of business. They should, however, keep the Director of News Services informed of press contacts, and about events, incidents and developments in which there is, or might be, a public interest.

In responding to media requests, the following guidelines will be helpful:

1. Act in a friendly, responsive manner.

2. Get the reporter's name and the publication or station represented.

3. If the question is one that you can answer and it is within your area of academic, technical or professional expertise and responsibility, give the reporter your full cooperation.

4. Refer the call to the Chief Public Affairs Officer or the Director of News Services if it involves, a) questions of University policy, or those involving a University-wide concern or controversy; b) questions to which a University response has already been prepared and that is the only information to be released; and c) responses that call for coordination among two or more administrative units.

5. If you cannot (or don't want to) comment, don't hesitate to say so. Refer the call to News Services, which will answer for the University or refer the reporter to the appropriate source.

6. Some reporters may ask you to comment on controversial matters "off the record" with the promise that your name will not be used. Unless you know the reporter well, it is usually not wise to do so. In any event, if you go "off the record," establish the ground rules before the interview. Comments cannot be placed "off the record" retroactively.
7. If you need to gather data or give the matter some thought, tell the reporter you will call back. Then do so promptly. Deadline pressures are extremely tight in the news business.

8. When you give a personal opinion on a subject, make sure the reporter knows you are speaking for yourself, not for your colleagues or the administration.

9. Don't assume you will see or hear the story before it appears. Unlike Department of News Services staffers, the outside reporter is under no obligation to show you copy for approval.

10. Keep your answers clear, concise and factual. The broadcast media, particularly, need short answers covering no more than one or two points. Decide which ones you want to emphasize in advance, then stick with them.

Releasing Information to the Media

Although University faculty and staff are encouraged to be responsive to media inquiries, they are discouraged from taking the initiative to contact the media directly. It is University policy for all news releases to be issued by New Services. This makes good sense and is good policy for several reasons:

1. The professional staff has extensive contacts and experience in dealing with the media, and can package and market the story in a professional way that will be most usable to the media. They work hard to maintain the media's respect and trust, and this works to the University's benefit.

2. Media people are busy people, and the University needs to speak to them with one voice on stories identified as priorities for that particular time period. Just as in fund raising, it is not in the University's best interest to have contacts 'hounded' by 10 Clemson people with 10 different requests in one day.

3. Information funneled through New Services is automatically shared by both internal and external news editors. Internal communications vehicles such as the Faculty/Staff Newsletter, the Clemson University News, The Clemson World alumni magazine and other such publications can be used in the total PR mix. New Services staff are also involved in developing information for the Visitors Center, Board of Visitors, Faculty-Staff orientation, etc., and occasionally work on speeches and presentations by top University administrators.

4. As the media's primary source of information on Clemson, New Services needs to know as much as it can about what's happening so it can effectively promote the University and inform the public. Keep the news staff member assigned to your area fully informed about your programs and activities. The news staff can help plan and set up news conferences, announcements, media Q&A sessions and interviews. Include them in your planning process, and inform them at least 6-8 weeks in advance of events that need Publicizing in the media.

Exceptions to this general Policy are made in cases of:

1. Local contact between Extension Personnel and news media at the county level. They are encouraged to establish and maintain close relations with local media and supply them with public service information.

2. Sports information activities, including the release of information about Clemson athletic programs and athletes, by the Sports Information Office in the Athletic Department. However, New Services is responsible for handling media on matters concerning University-wide athletic policy where the President or Vice President of Student Affairs is the appropriate University spokesman.
MINUTES
FACULTY SENATE
June 11, 1996

1. Call to Order. President Ronald J. Thurston called the meeting to order at 3:31 p.m.

2. Approval of Minutes. The May 9, 1996 General Faculty & Staff Minutes and the Faculty Senate Minutes of May 14, 1996 were approved as written.

3. Announcements. President Thurston made the following announcements: (1) Donations of blood in honor of Dean Thomas M. Keinath will be appreciated; (2) J. Charles Jennett has accepted the position of President of Texas A&M International University; and (3) A. Wayne Bennett has accepted a position of Dean of Engineering at Mississippi State.

4. Committee Reports

a. Committee Reports

Policy Committee. Senator Pat Smart stated that the Committee reviewed several items regarding Faculty Manual changes submitted by Robert A. Waller, Chair of the Faculty Manual Revision Committee and Editorial Consultant of the Faculty Manual. The Committee considered a request to create a Grievance I Outline and asked the Faculty Senate President to appoint an ad hoc committee to work on this issue. Senator Smart submitted the Committee Report (Attachment A).

Research Committee. Senator Tom Jenkins noted that this Committee reviewed the Research Ethics and Recombinant DNA policies, and that no major changes were noted. This Committee decided that an abbreviated version of these policies should be in the Faculty Manual.

The Report from the Faculty Senate Select Committee to Examine the Research Component at Clemson University will soon be presented for approval by the Executive/Advisory Committee and by the full Senate in August.

Scholastic Policies Committee. Senator Syd Cross asked for a consensus of the three options under consideration regarding examination week and graduation. During discussion it was decided that Option #2 was not suitable; and that Senator Cross would present the focus of Senate discussion to the committee examining this issue. Senator Cross shared general information regarding the South Carolina Educational Act of 1996-State Need-Based Grant Programs; and noted that proposed changes to the Withdrawal Policy will be revisited and will come back before the Senate.

Welfare Committee. Kathy Neal Headley briefly explained the Draft Clemson University Faculty Survey and requested that input be forwarded to her. Senator Headley asked for a Sense of the Senate to proceed with described timetable which was unanimously approved. Senator Headley then noted that Senators Bautista and Smith were
gathering data on the status of women at Clemson University and that this Committee will meet next on June 18 at 1:00 p.m.

**Finance Committee.** Please refer to written Report from Finance Committee (Attachment B). President Thurston reported that Scott Ludlow, Chief Financial Officer, met with the Executive/Advisory Committee and explained his financial philosophy.

b. **University Commissions and Committees**

1) Mike Moore, President of the Classified Staff Commission, was introduced by President Thurston, and provided an update on staff concerns which are similar to faculty concerns.

5. **President’s Report.** Issues mentioned by President Thurston:

a) Due to the number of Grievance Procedure I Petitions, Faculty Senators are needed to complete Grievance Hearing Panels - Senators Mary LaForge and Ray Turner volunteered to serve in this capacity.

b) Reminder to provide input to Ben Anderson regarding the NCAA Self-Study Committee.

c) Encouragement to senators to take an active interest in the interview process of candidates for the position of Vice President for Academic Affairs and Provost; noted that the Executive/Advisory Committee, chaired by Vice President/President-Elect Fran McGuire, will meet with all candidates; and praised the efforts of Larry LaForge, Chair of this Search Committee.

6. **Old Business** (None)

7. **New Business**

a. Senator Kenneth R. Murr moved to bring to the floor several items that concern proposed changes to the Faculty Manual which require two-thirds (2/3) vote in order to bring to the floor for consideration. Vote was taken and passed.

b. Senator Smart made a motion to accept the concept of the Parking Advisory Committee Guidelines (Attachment C). Vote was taken and passed unanimously.

c. Senator Smart moved to accept the concept of proposal regarding the retention of faculty grade records. Following discussion, Senator Smart withdrew issue for consideration and President Thurston referred back to the Scholastic Policies Committee so that particular questions may be answered.

d. Senator Smart submitted the Resolution regarding Final Faculty Approval of Faculty Manual Changes and Revisions for approval. Vote was taken and passed unanimously (FS96-6-1 P) (Attachment D).

e. Senator Murr made a motion for approval by the Senate to put only a summary (written by Policy Committee) with a notation of the location of the entire policy of the Research Ethics Policy and the Recombinant DNA Policy into the Faculty Manual. Vote was taken and passed unanimously.
f. Senator Smart noted that the Policy Committee continues to investigate the issue of disbanding the Fine Arts Committee.

g. Vice President/President-Elect McGuire questioned for a colleague the incremental increase in parking fees; in particular, when one receives the highest salary, why is the increase minimal?

8. **Adjournment.** President Thurston announced that there will be no Faculty Senate meeting in July, and adjourned the meeting at 4:42 p.m.


Cathy Toth Sturkie, Administrative Assistant
POLICY COMMITTEE

Proposal sent to us by the Scholastics Committee and was approved by the Policy Committee. It reads as follows:

A copy of faculty grade records should be retained in each departmental administrative office for a period of 120 days. If grievances are raised concerning grades during this retention period, faculty grade records will not be disposed of or returned to the faculty member until all grievances are resolved.

This proposal is submitted in lieu of developing a special retention schedule.
Agenda for the Faculty Senate Finance Committee
1996 - 97

1. Review of University’s current bonded indebtedness

2. Review of University’s expenditure in academics, auxiliary enterprises, and overhead costs and comparison of same to prior years

3. Attempting to compare item 2 above to benchmark institutions

4. Assisting University administration with operational audit if necessary

The Senators are requested to review this list and advise the committee if there is any other major issue of concern that the Finance Committee needs to review during this academic year.

Roger K. Doost, Chair
Finance Committee
329 Sirrine Hall

May 6, 1996

Senators Warren Adams, Sergi Amirkhanian, Kerry Brooks, Mary LaForge, Russ Sutton, and Ted Taylor

Our meetings shall be from 3:30 to 4:45 on the last Tuesday of each month in room 323 in Sirrine Hall starting from July unless if I hear major objections in the first meeting. As a Senator, attending these monthly meetings is our only obligation besides attending the monthly Senate meeting and your attendance and input are very valuable to the Committee. If for any reason, you will not be able to attend, please advise so that we can find replacements.

Meeting Dates:
This will be your only notice. Please keep in a conspicuous file for your quick reference.
TUESDAY, JULY 30, 1996
TUESDAY, AUGUST 27, 1996
TUESDAY, SEPTEMBER 24, 1996
TUESDAY, OCTOBER 29, 1996
TUESDAY, NOVEMBER 26, 1996
TUESDAY, JANUARY 28, 1997
TUESDAY, FEBRUARY 25, 1997
TUESDAY, MARCH 25, 1997
Parking Advisory Committee Guidelines

Name
The committee shall be called the Parking Advisory Committee.

Purpose
The Parking Advisory Committee shall serve as an advisory committee, providing advice to the Dean of Municipal and Health Services with reference to campus parking issues including policies, enforcement, fees, zone designation, maintenance and construction of parking facilities.

Membership and Term
Committee membership shall consist of:
- 2 (two) faculty members appointed by the Faculty Senate (note 1)
- 1 (one) staff member appointed by the Classified Staff Commission (note 2)
- 1 (one) student member appointed by the Student Government (note 2)
- 1 (one) student member appointed by the Graduate Student Government (note 2)
- a Police Department representative
- an Athletic Department representative
- a Housing Office representative
- the Campus Master Planner
- the Director of Parking Services (serves ex-officio)

Additionally, resource persons may be requested to attend from campus areas including (but not limited to):
- Campus Events Office
- Director of the Parking Review Board
- Facilities Maintenance and Operations
- Performing Arts

note 1: members serve two-year staggered terms from May through April with one member appointed each year. The initial appointment shall include one member for one year and one member for two years.

note 2: members serve one-year terms from May through April

Officers
The committee shall elect a chair to serve for twelve months, or other period of time as agreed upon by a majority of the committee.
- The chair shall be responsible for convening the committee and forwarding meeting agendas to the recorder for duplication and dissemination.

A staff member of Parking Services Department shall serve as recorder for the meetings.
- The recorder shall duplicate and disseminate meeting agendas provided by the chair, prepare minutes of the committee meetings (including advisory statements of the committee) and forward them to committee members and the Dean of Municipal and Health Services.

Frequency of Meetings
The chair shall convene the committee monthly when items appropriate for discussion have been placed on the agenda.
RESOLUTION REGARDING FINAL FACULTY APPROVAL
OF FACULTY MANUAL CHANGES AND REVISIONS

FS96-6-1 P

Whereas, The Faculty Manual serves the Faculty; and

Whereas, The Faculty Senate is the guardian of the Faculty Manual; and

Whereas, Under the current procedure, there is no review of the final wording of the Faculty Manual changes by the Faculty Senate or the Faculty Senate Policy Committee;

Resolved, That the policy regarding Faculty Manual revisions be changed to reflect a final approval by the Faculty Senate Policy Committee.

This resolution was passed unanimously by the Faculty Senate on June 11, 1996.
The University will play host to seven candidates for provost in the coming weeks as the search for that top academic officer narrows. Each candidate will spend a day and a half on campus, and an open forum will be held in the Self Auditorium of the Strom Thurmond Institute during each visit.

In February, Charles Jennett announced his resignation as provost effective Aug. 1.

"The seven finalists represent the best among a very strong field of 81 candidates," said Larry LaForge, Alumni Distinguished Professor of Management and chair of the search committee. "Each finalist is an accomplished scholar and teacher as well as an experienced administrator. The process now focuses on identifying which one is the best fit for our university at this critical time."

The seven candidates (and their campus visit dates) are:

* Steffen Rogers, Dean of the College of Arts and Sciences, University of Rhode Island (June 10-11; open forum June 10, 3-4 p.m.)
* Thomas Hanley, Dean of Engineering, Speed Scientific School, University of Louisville (June 13-14; open forum June 13, 3:30-4:30 p.m.)
* Peter Rabideau, Dean of the College of Basic Science, Louisiana State University (June 18-19; open forum June 18, 3:30-4:30 p.m.)
* Susan Davis Allen, Vice President for Research and Dean of the Graduate School, Tulane University (June 20-21; open forum June 20, 3:30-4:30 p.m.)
* Bernard Oliver, Dean of the College of Education, Washington State University (June 24-25; open forum June 24, 3:30-4:30 p.m.)
* John Fulton, Dean of the College of Arts and Sciences, University of Missouri-Rolla (June 27-28; open forum June 27, 3:30-4:30 p.m.)
* Jane Winer, Dean of the College of Arts and Sciences, Texas Tech University (July 1-2; open forum July 1, 3:30-4:30 p.m.)

Complete resumes of the seven finalists are available for review at the Cooper Library reserve desk, in the dean's office of each college, the Faculty Senate office, and in the governmental affairs office in 209 Sikes Hall.

The search committee will recommend four candidates to President Deno Curris after the final campus visit.

Beth Jarrard
Editor of Inside Clemson, the faculty-staff newspaper

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- more -
MEMORANDUM

TO:       Ronald J. Thurston
          President of the Faculty Senate
FROM:  J. Charles Jennett
SUBJECT: Faculty Senate Resolution FS96-4-1 P
Resolution on Faculty Compensation

This is in response to your memorandum of April 11, 1996, advising that the above resolution was passed by the Faculty Senate on Tuesday, April 9, 1996.

I accept the principle of the resolution with the understanding that the information provided on raises did contain those positions that were in reality a change from a faculty appointment to an administrative appointment. Such raises are, in fact, not based on the merit of the individual but rather a change in job duties and respective responsibilities.
May 29, 1996

Dear Attention Cathy Sturkie:

My family joins me in acknowledging with grateful appreciation your kind expression of sympathy in the loss of our dear wife and mother "Reet" Senn.

She truly loved Clemson College Class of 1939, as evidenced by the many reunions held at our home. On one such occasion Reet asked classmate George Williams, "Why don't you give us (Class of '39) a little red caboose? It would make a beautiful addition to the Horticultural Gardens, and it would make Tee (Class '39) proud."

Reet wanted to live to see the Caboose Garden a reality and have the Class of '39 share the Gardens with the general public.

Your contribution to the Caboose Garden Fund will help make her dream come true. I know she would have welcomed you to the dedication of the Caboose Garden June 7, 1996 at 3:00 p.m. Please come.

Thank you from the Reet Senn family,
May 27, 1996

Dr. Ronald J. Thurston  
President  
Clemson University Faculty Senate  
R. M. Cooper Library  

Dear Ron:

I want to acknowledge receiving copy of the report of the Faculty Senate Select Committee on the Roles and Responsibilities of the Professoriate. I have had the opportunity to read the report and found it to be well written.

I think it demonstrates clearly that there is a major gap in the public's understanding of the work and responsibilities of the professoriate. Somehow we need to be creative in communicating to the people of this state and nation the important work undertaken on our campuses, and the significant contributions made by faculty not only to our students but to all of society. That is a clear challenge, and I hope we can find innovative ways to respond.

Again, please extend to the Faculty Senate, and particularly to members of the Select Committee, my congratulations on an excellent report.

With kindest regards,

Constantine W. Curris

CWC/ew
THE FACULTY SENATE DID NOT MEET

IN JULY, 1996
Call to Order. President Ronald J. Thurston called the meeting to order at 3:32 p.m.

Approval of Minutes. The Faculty Senate Minutes of June 11, 1996 were approved.

Committee Reports

Policy Committee. Senator Pat Smart noted that this Committee met several times to consider proposed changes to the Faculty Manual and noted that the August, 1996 Faculty Manual will be distributed soon. There will be an opportunity to suggest changes to this transitional document which should be forwarded to Senator Smart. The Policy Committee will meet next on August 27th.

Research Committee. Senator Tom Jenkins stated that the Research Committee met during the summer to address revisions to the Faculty Manual regarding both research ethics and biohazards. The Committee recommended that the research ethics policy be condensed and that the biohazard policy appear in its entirety.

Scholastic Policies Committee. Senator Syd Cross informed the Senate that Bonnie Martin, Student Services Coordinator, met with this Committee to discuss the policy for severely disabled students. The Scholastic Policies Committee believed this policy to be reasonable and granted approval. Farrell B. Brown, Associate Dean of the Graduate School, discussed a particular exceptions case within the Graduate School with the Scholastic Policies Committee, and requested support to encourage stronger wording in the University catalog regarding exceptions.

Welfare Committee. Senator Kathy Neal Headley stated that the Welfare Committee had met to discuss the survey (see New Business).

Finance Committee. Senator Roger Doost briefly discussed the items mention in the Finance Committee Report (Attachment A) and explained details of the Travel Management Program with Small World Travel. Discussions followed.

University Commissions and Committees

1) President Thurston described his concern regarding the athletic situation that occurred during the summer. Noting that academics and athletics are related, President Thurston reminded the Senate of the Self-Study Committee reviewing athletic policies. A report will be submitted by this Committee which will include the recognition of recent problems and suggestions for change. Senator Kenneth Murr informed the Senate that he attended a called meeting of the Athletic Council in July during which Coach Tommy West...
explained his policies on issues and guaranteed the Athletic Council that no contact had been made with the police or anyone else but that he had spoken with the football players involved. Discussion followed.

c. The Report from the Faculty Senate Select Committee to Examine the Research Component at Clemson University was submitted by Senator Jenkins for acceptance by the Faculty Senate which was seconded. Senator Jenkins explained components contained in the Report (many of which have already been dealt with) and what had transpired during the summer regarding these components. Vote was taken to formally accept Report and passed (Attachment B).

4. President's Report. President Thurston commented on the following items:

a) the issue of how much money is in academics versus administration.

b) the Faculty Senate Select Committee to look at departments and colleges to study how faculty really feel about restructuring.

c) the Commission on Higher Education Report #1 dated July 15, 1996.

5. Old Business

a. Senator Headley submitted and Senator John Huffman moved the Faculty Survey for acceptance by the Faculty Senate, which was seconded. Two friendly amendments were offered and accepted. Vote to accept amended Survey was taken and passed.

6. New Business

a. Senator Doost recalled the subject of the workload database system form which the Senate volunteered to make input-oriented and accountable. Discussion followed during which President Thurston reminded the Senate that a Committee will be appointed to work on this issue. It was recommended that copies of the Position Papers on Tenure and Post-Tenure Review be forwarded to Provost Steffen H. Rogers.

b. Issue of parking fees subsidizing other auxiliaries was referred to Senator Rich Poling to pursue.

c. Issue of credit and pay for team teaching across colleges was referred to the Policy Committee.

d. Issue of increased number of 800-level courses will be taken to the Curriculum Committee for consideration.

7. Adjournment. President Thurston adjourned the meeting at 5:06 p.m.

Kathy Neal Headley, Secretary

Cathy Toth Sturkie, Administrative Assistant

Absent: S. Gauthreaux (E. Pivorun for), H. Skipper, D. Linvill, F. Tainter, H. Wheeler, G. Bautista, S. Amirkhanian, E. Makram (G. Lickfield for)
Faculty Senate
Finance Committee
August 1996

Status Report and Agenda

1. **Resolved:** question was raised regarding possible tax exemption for sick leave. We have investigated this matter and concluded that it is taxable and there is no way around it. See the attached note from professor Thomas Dickens.

2. **Bonded indebtedness:** We have requested for this information. We should have a report for September meeting.

3. **University expenditure Summary for 1996 Fiscal Year:** the needed data should reach us by September. We will have a report for the Senate comparing this data to the last two years for our October meeting.

4. **Comparative data to benchmark institutions:** this effort is in its preliminary stages and we should have a report on same before the end of this year.

5. **Finance Committee welcomes any comments and recommendations from Faculty or other Senators.**

Finance Committee meets on the last Tuesday of every month at 3:30 pm in room 323 in Sirrine Hall. Our next meeting is scheduled for Tuesday, August 27, 1996.
At 08:09 PM 7/10/96 -0400, you wrote:

>Tom, some faculty in other departments have asked the Senate Finance
>Committee that I chair to look into the possibility of seeing if employees'
>donated sick leave can be considered as a tax deductible item. My
>'nontaxing' mind tells me that it cannot be, but I would appreciate your
>professional opinion on this matter - may be with some classy or
>convincing
>arguments that I can present to the Senate. Could you let me have your
>response by July 25th? Sincerely, Roger
>
>Roger,

Without doing any research, I would say it is not tax deductible for the following reasons:

1. Deductions are limited to property, and I am not sure that sick leave is property.

2. Since the taxpayer has not included the sick leave in gross income, and the taxpayer has not paid anything for the sick leave, the taxpayer has no basis in the sick leave. Accordingly, there is no "basis" for taking a deduction for the basis for the property -- normally, ordinary income property which is donated obtains a deduction for the taxpayer equal to the taxpayer's basis in the property. Moreover, if the sick leave is "property," it seems to me that it is a capital asset. Capital assets obtain a deduction for the taxpayer equal to the fair market value of the property. What is the sick leave's fair market value, that is what would a willing buyer and seller agree to? I think that it would be zero.

Tom
May 13, 1996

Report of the Faculty Senate Committee to Examine Research

SUMMARY

An imaginative and efficient research endeavor is essential to the mission and an integral part of the educational experience at Clemson University. For this reason, the consensus of the committee is that the functions outlined below and in the job description (Appendix I) are best fulfilled by Model 1 described below.

The state of public support of universities nation-wide, static or decreasing funding is anticipated. Tuition payments from students at Clemson University are at an historically high proportion of a South Carolina citizen's income. PSA and McIntire-Stennis funds used to fund agricultural and forestry research may be reduced. The independent research component of a university's budget, and the educational activities supported by research activities, is one of the few areas which has the potential for increased growth. The state legislature's recognition of Clemson as a research institution and the President of the university's stated goal of having $50 million dollars of sponsored federal research in force each year, will require a resourceful Vice President for Research and an active research office. Because we need new insights and approaches for the growth of funded research, we recommend that a national search be conducted with the aim of recruiting an individual with fresh experiences to share from another institution.

As outlined in Background, the University has already experimented with four different models for the research endeavor over the past twenty years: a Director who answered to the Dean of the Graduate School; a separate Office of University Research that answered to the Provost and Vice President for Academic Affairs; a Vice President for Research that answered to the President; and, most recently, a Vice President for Agriculture, Natural Resources and Research. These different models encompass most of the organizational structures found in the ten Benchmark Institutions with which Clemson University compares itself.

We consider below three different models, in decreasing order of desirability, with advantages and disadvantages for each. The best choice is a Vice President for Research (or some other appropriate title) who answers directly to the President. If this person, instead, answers to the Provost/Vice President for Academic Affairs, as shown in model 2 or 3, concessions must be made to mitigate the disadvantages which can provide insurmountable obstacles to job performance.

Encl:

Appendix 1 - Job description
Appendix 2 - Structure of Research Functions at Clemson’s Benchmark Universities
Appendix 3 - Faculty Senate Research Survey
VISION STATEMENT

We envision Clemson University as an educational institution where students come not only to become acquainted with the achievements of outstanding thinkers, movers and doers who have passed into history, but where students learn the habits of thought and action that lead to new discoveries. In short, where students learn to become those thinkers, movers and doers upon whom our Western culture strengthens and grows. These habits of discovery are best learned by students in apprenticeship with professors engaged in the discovery process. In this way, the research endeavor proceeds from past discoveries, which have become the curriculum taught within each major. It proceeds through apprentice students, both graduate and undergraduate, who, led by the professor, test these ideas, extending and expanding them until new principles are discovered. These principles are then verified or refuted by others, and if substantiated, those principles will eventually become part of the curriculum for new students. This is the essence of a modern university.

Astute undergraduate students ask for a senior project encompassing a research experience as part of their training. Because of the expense, some experiences can be offered only to the best prepared and best motivated. However, employers are finding that graduates with research experience undergo a shorter learning curve and more rapidly develop into productive employees.

Clemson University is the Land Grant University for the State of South Carolina. Traditionally our institution has emphasized agriculture, engineering, with related professional areas, the associated sciences, mathematics, and humanities required to produce graduates well prepared to contribute to our society. Modern technology has redefined the practice of these traditional vocations. For example, we have learned to sustain our populations with food produced and efficiently preserved at great distances from population centers and with only a small fraction of the work force. Concurrently, molecular and genetic techniques have given us unprecedented control over living organisms, including those traditionally exploited for food and fiber. Using these new genetic engineering techniques, we now have the potential for creating totally new agronomic products. As a further example, engineering has expanded into electronics, computers, ceramics and biological - areas unimagined of by our predecessors. The curricula and the training of students must prepare our students for leadership positions in these new and rapidly developing disciplines. Again, it is those graduates who have engaged in discovery that will have the vision to best anticipate the cycle of changes. Through the planning and leadership of graduates comfortable with discovery, our society becomes able to take advantage of the new possibilities thus created.

BACKGROUND

The research endeavor at Clemson University in the past twenty years was initially administrated within the Graduate School by a one person office (Dr. Bob Henningson) who protected the university from over commitment and who exerted quality control on the
proposals sent forward by independent investigators. In 1980, Stan Nicolas was appointed at Director of the newly created Office of University Research containing an Assistant Director (Henningson) and a staff assistant (Chris Thurston). The Director directly answered to the Provost. A Special Assistant to the President, Bob Gilliland, develops and licenses university intellectual property and maintains contacts with federal agencies in Washington, D.C. After Dr. Henningson’s and then Dr. Nicolas’ retirements, Dr. Jay Gogue, after a national search, was appointed from Associate Director of the Office of University Research to Vice President for Research on July 1, 1988. The Vice President for Research answered to the President. This office was expanded and reorganized, the Senior Contract Advisor added, and then with the retirement of the Vice President for Agriculture and Natural Resources, the vice presidencies were combined (1 July 1995). The current research office contains the Preaward part of Sponsored Programs (Bill Geer), compliance and animal care (Hal Farris) and Senior Contract Advisor (Janis Cheezem). The office evolved by: developing contacts with major granting agencies in Washington, DC, providing liaison with other universities, businesses and industries interested in intellectual property and technology developed at Clemson University, and improving services to investigators including campus-wide regulatory functions required by federal agencies as well as animal care. These functions are compiled as part of the job description given in Appendix 1.

The committee interviewed a number of individuals within Clemson University (each academic Dean, the Provost, the former and the present Vice Presidents for Agriculture, Natural Sciences and Research, the SCAES Director, and selected faculty). They all felt that research must play an important role in the university; consistent with that understanding, they agree that a leading research officer should be placed in visible authority with appropriate authority for this area. Several also spoke of resistance to appointing a Vice President for Research. This resistance stems from opinions apparently originating from previous administrators who felt that there was insufficient activity to justify a full time position with the duties described in Appendix 1 [a position the committee does not support]. Additional resistance emerged from a faculty perception that too many resources had been expended on administrative positions within all areas of the university, especially assistant and associate vice president positions, with the attendant salaries and raises, with little or no faculty input. As a partial consequence of this mode of thinking, with the retirement of a Vice President, the position of Vice President for Research was combined (1995) with the duties of the Vice President for Agriculture resulting in a Vice President for Agriculture and Natural Resources and Research.

Our conclusion, based partially on the interviews described above, is that this combination of duties should be treated as only an interim one. The demands of external constituencies on the Vice President for Agriculture and Public Service, in addition to the oversight duties required for administrating off campus regulatory functions, are incompatible with the job description given in Appendix 1. Moreover, credentials satisfactory for a Vice President of Public Service and Agriculture are unlikely to be satisfactory for an individual who is to represent the research efforts for the whole campus, in particular for engineering and the associated sciences. In representing the research of all segments of the campus, this individual must be seen as evenhanded by both external and internal constituents. All these
complications, summarized above, tend to obfuscate the fresh and critical thinking required for best structuring the research endeavor at Clemson University for 1996 and beyond.

We have surveyed the manner in which the research function is administrated at the ten Benchmark Universities, Auburn, Georgia Tech, Iowa State, Michigan State, Mississippi State, North Carolina State, Purdue, Texas A&M, UC-Davis, and Virginia Tech. All but two of these institutions are ranked as number one research institutions, based on grants in force: Mississippi State and Auburn, are ranked number two, with Clemson University. Commonalities of a number one ranking include a top administrative officer, usually a Vice President, who administers the various activities of the research office, and who maintains contact with external agencies who are potential grantees for university activities. However, at Texas A&M, Auburn, Purdue University, Virginia Tech, and Iowa State University, the research duties are held by a Vice President or Vice Provost for Research who is also Dean of the Graduate School (except at Virginia Tech). At Texas A&M, Auburn, Purdue University, Virginia Tech, and Iowa State University the Vice President or Vice Provost for Research answers to the Provost.

Georgia Tech offers a unique model. They have a Vice Provost and Dean of Graduate Studies, but colleagues inform us that the real action is within the research centers of which there are 44. The Georgia Tech Research Institute and the Georgia Tech Research Corporation are powerful, well funded organizations which provide umbrellas for many faculty-driven research projects. Thus most of the funded research at Georgia Tech is done outside of the academic school structure. The advantages are decentralized decision making by motivated individuals, and the independence of these activities from many state regulations. Texas A&M also operates a research foundation with similar advantages. In the most successful research universities with the largest programs, UC-Davis, Georgia Tech, NC State, the top research administrator is unencumbered by additional responsibilities.

At Texas A&M University, a Council of Principal Investigators meets regularly with the Vice President for Research. This is a useful way of making faculty interests a primary goal of that Vice President. An additional benefit of such an arrangement is that a group of faculty are then aware of the activities of the vice president and can communicate the substance of those activities to other research faculty.

The Faculty Senate Research Survey of faculty has provided useful information about the research endeavor at Clemson University. The survey was taken from investigators who have submitted proposals through the Office of Sponsored Programs or who have had projects through the Experiments Station during the past three years. The survey provides a snapshot of the feelings of these respondents during Nov-Dec 1996. Clearly, the faculty perceive some positive aspects of the research endeavor at Clemson University. Many of the services now offered by Sponsored Programs have been well received. The distribution of overhead back to the department and the individual investigator was very popular. But many of these features are the results of strong organizational efforts of Jay Gogue, Vice President for Research, who has been gone for a year. Our survey and interviews have turned up problems within those operations that are starting to accumulate and which will need
resolving very soon before they become critical. We note that the faculty responded unfavorably to interaction with institutes (Q. 8), the availability of gateway or innovative research project funds (Q. 29), the availability of intramural funds for new faculty (Q. 30), the lack of bridge funds for established investigators that are between grants, and, surprisingly, Q. 45, departmental clerical support for preparation of research proposals—which got the most negative response of all. While these are not the only problems indicated by the survey, strong leadership is still needed for proper operation of this office and the challenges ahead.

RECOMMENDATIONS

Three organizational models have figured most prevalently in our discussions: 1) A Chief Research Officer (CRO) who answers to the President; 2) A Chief Research Officer (CRO) whose job description deals only with research but who answers to the Provost; 3) A Chief Research Officer (CRO) whose job description deals with graduate studies as well as with research and who answers to the Provost.

The title chosen for this position, while not the most important issue for the committee, does affect our ability to recruit good candidates nationally - as well as the ability for these individuals to function with their peers when they interact with other institutions - if the job title differs greatly from corresponding job titles at other universities. A further ramification is how the title is perceived by external constituents with whom our officer interacts; the title should reflect the organizational structure and the authority of the position. The most common title for this position at other institutions is Vice President for Research and this title implies a line of command direct to the President. Vice Provost implies a line of command to the Provost. We will use the title Chief Research Officer (CRO) in the following discussion because the title does not imply structure.

The crucial function of the CRO is to bridge faculty activities with the strategic goals in industry and governmental funding agencies. Essentially the position is a persuasive one; to marry faculty research interests with strategic opportunities from governmental agencies, private institutes, and business concerns. Faculty can be encouraged to bend their research interests in directions compatible with goals shared with external agencies. And similarly, agencies can be persuaded to support activities carried out by like minded Clemson University faculty. An active CRO will cultivate influential contacts, both on and off the campus, required for these interactions and then foster these interactions using the resources of the research office. Interaction with external partners is important, and may be the most neglected part of the above equation with an intern Vice President for Agriculture, Natural Resources and Research. A CRO must also be familiar with the capabilities of the faculty and the resources available in order to be able to identify who the most suitable partners are. Finally, the office must serve the faculty who have been generating their own funds through well established contacts. The job description attached as Appendix 1 describes this office as it is now organized.
We envision the CRO as a persuasive individual exerting leadership; as a partner to active faculty, providing direction to research at Clemson University. Within these chosen directions, the university will commit appreciable resources because research is an essential component of the educational endeavor. For that reason, we think it important for the CRO to participate in the President's Cabinet, in deliberations with the Board, in the Budget and Administrative Councils, and in other interactions with the Vice Presidents, research centers, etc.

1) Chief Research Officer whose job description is given in Appendix 1 and who answers directly to the President.

Advantages:
- undivided attention to the research function
- sits on the President’s Cabinet, meetings of the Board of Trustees, the Budget Council and Administrative Council
- readily identifiable as the chief research officer by external constituents
- with equal rank with the Vice President for Academic Affairs, symbolizes an equal place for the research effort
- has authority to commit university resources to projects during negotiations with external and internal constituents
- not identified with any specific segment of the university; can speak for all research/scholarly activity within the University
- can raise and administrate compliance issues with no conflicts of interest with other academic or programmatic considerations
- the faculty is accustomed to a Vice President for Research, understands the portfolio included within that job description, and will support an appointment at this rank.

Disadvantages:
- Bureaucracy. The logical titles for assistants within the Research Office would carry the rank of associate vice president. While additional services, conditioned by federal and state regulatory requirements, need to be added to this office, total growth should be limited by faculty participation and oversight.
2) Chief Research Officer whose job description is given in Appendix 1 and who answers
directly to the Provost
Advantages:
- undivided attention to the research function
- identifiable as the chief research officer by external constituents
- not identified with any specific segment of the university; can speak for all
research/scholarly activity within the University
- by answering to the Vice President for Academic Affairs, symbolizes the
importance of coordinating research with other academic activities under the
oversight of a Provost.
- oversight of the research centers and institutes now coordinated by the
Provost can easily be transferred to this position
Disadvantages:
- initiatives requiring any commitment of university resources would be
subject to the potentially conflicting objectives of the Provost/Vice President
for Academic Affairs who is charged with oversight of teaching, curricula,
faculty, and other academic affairs.
- compliance issues arising from the Research Compliance Office, animal
care, from campus wide occupational health and safety or OSHA regulations
could potentially be subjugated to academic or programmatic considerations
dependent on the priorities of the Provost/Vice President for Academic
Affairs.
- less visibility and influence when interacting with external constituents
- less independence in committing university resources to partnerships with
external agencies.

3) Chief Research Officer whose job description is given in Appendix 1 plus the duties of
Dean of the Graduate School; answers directly to the Provost
Advantages
- potential coordination of recruitment of graduate students with the research
effort
Disadvantages
- all of the disadvantages of the above
- this portfolio of duties would include all those expected of the graduate
dean. This was a major objection to including research with the duties of the
Vice President for Public Service and Agriculture. Our understanding
(5/10/96) is that those jobs have been separated.
- this is too large a job to be handled by one person.

Members: Jean Bertrand (CAFLS:Animal, Dairy and Vet Sciences); Marty Davis
(Architecture Arts and Humanities: Architecture); Ralph Dean (CAFLS:Plant Pathology);
Darryl Desmarteau (Engineering and Sciences: Chemistry); Bill Fisk (Health, Education and
Human Development: Chair of Educational Foundations and Special Education); Bill Geer
(Director of Sponsored Programs, Preaward); Dave Grigsby (Business and Public Affairs:
Chair, Management Department; Hal Farris (Associate Vice President for Research Compliance); Tharon Howard (Health, Education and Human Development: English); Terry Leap (Business and Public Affairs: Management); Mike Moore (CAFLS: LaMaster Dairy Center); Madelynn Oglesby (Health, Education and Human Development: Nursing); Tom Overcamp (Engineering and Sciences: Environmental Systems); Gary Powell, Chair (CAFLS: Biological Sciences); Lois Sill (Cooper Library).
The Clemson University Faculty Senate wants your input about a number of issues facing the University now and, perhaps, in the near future. The following items have been designed to give the Faculty Senate information about Faculty opinion about the importance of these issues. Please complete this survey by giving us your honest opinions. Your specific comments will be especially helpful. When you have finished, please return it to: Faculty Senate Office, R. M. Cooper Library.

PART I.

The following issues have been brought to the attention of the Faculty Senate in the past several years. For each of the issues, we would like to know your level of satisfaction with the current state of affairs at Clemson University related to that issue and the relative importance that you give that as being an issue that needs to be addressed by the Faculty Senate. For each issue:

1. In Column A, indicate your current level of satisfaction with the current state of affairs at Clemson University related to that issue. Use the following scale for LEVEL OF SATISFACTION: 1 - VERY DISSATISFIED, 2 = DISSATISFIED, 3 - NEITHER SATISFIED NOR DISSATISFIED, 4 - SATISFIED, 5 - VERY SATISFIED.

2. In Column B, indicate the level of importance that you feel the issue should have for the Faculty Senate. Use the following scale for IMPORTANCE: 1 - NOT IMPORTANT AT ALL, 2 - SOMEWHAT IMPORTANT, 3 - NEITHER IMPORTANT NOR UNIMPORTANT, 4 - IMPORTANT, 5 - EXTREMELY IMPORTANT.

LEVEL OF SATISFACTION IMPORTANCE

I. Relationships between faculty and University administration.

Comments:

II. University-provided dependent care.

Comments:

III. Library

Comments:

IV. Faculty Senate board of advisors

Comments:

V. Clemson University faculty senate website

Comments:

VI. Clemson University educational guidelines

Comments:

VII. Clemson University faculty senate bylaws

Comments:

VIII. Clemson University faculty senate meeting minutes

Comments:

IX. Clemson University faculty senate committee reports

Comments:

X. Clemson University faculty senate budget

Comments:

XI. Clemson University faculty senate meeting minutes

Comments:

XII. Clemson University faculty senate website

Comments:

XIII. Clemson University faculty senate board of advisors

Comments:

XIV. Clemson University faculty senate bylaws

Comments:

XV. Clemson University faculty senate educational guidelines

Comments:

XVI. Clemson University faculty senate meeting minutes

Comments:

XVII. Clemson University faculty senate committee reports

Comments:

XVIII. Clemson University faculty senate budget

Comments:

XIX. Clemson University faculty senate meeting minutes

Comments:

XX. Clemson University faculty senate website

Comments:

XXI. Clemson University faculty senate board of advisors

Comments:

XXII. Clemson University faculty senate bylaws

Comments:

XXIII. Clemson University faculty senate educational guidelines

Comments:

XXIV. Clemson University faculty senate meeting minutes

Comments:

XXV. Clemson University faculty senate committee reports

Comments:

XXVI. Clemson University faculty senate budget

Comments:

XXVII. Clemson University faculty senate meeting minutes

Comments:

XXVIII. Clemson University faculty senate website

Comments:

XXIX. Clemson University faculty senate board of advisors

Comments:

XXX. Clemson University faculty senate bylaws

Comments:

XXXI. Clemson University faculty senate educational guidelines

Comments:

XXXII. Clemson University faculty senate meeting minutes

Comments:

XXXIII. Clemson University faculty senate committee reports

Comments:

XXXIV. Clemson University faculty senate budget

Comments:

XXXV. Clemson University faculty senate meeting minutes

Comments:

XXXVI. Clemson University faculty senate website

Comments:

XXXVII. Clemson University faculty senate board of advisors

Comments:

XXXVIII. Clemson University faculty senate bylaws

Comments:

XXXIX. Clemson University faculty senate educational guidelines

Comments:

XL. Clemson University faculty senate meeting minutes

Comments:

XLI. Clemson University faculty senate committee reports

Comments:

XLII. Clemson University faculty senate budget

Comments:

XLIII. Clemson University faculty senate meeting minutes

Comments:

XLIV. Clemson University faculty senate website

Comments:

XLV. Clemson University faculty senate board of advisors

Comments:

XLVI. Clemson University faculty senate bylaws

Comments:

XLVII. Clemson University faculty senate educational guidelines

Comments:

XLVIII. Clemson University faculty senate meeting minutes

Comments:

XLIX. Clemson University faculty senate committee reports

Comments:

L. Clemson University faculty senate budget

Comments:

FACULTY SURVEY

FACULTY SENATE

CLEMSON UNIVERSITY

CLEMSON UNIVERSITY
LEVEL OF SATISFACTION

1. Availability of adequate classroom space.
2. Suitability of classrooms for instructional purposes.
3. Adequate availability of classroom technology.
4. Adequate availability of class sizes or sections.
5. Adequacy of laboratory space.
6. Adequate availability of laboratory equipment.
7. Evaluation of administrative procedures.
8. Adequacy of support for faculty.
9. Adequacy of support for administrative procedures.
10. Adequacy of support for faculty evaluation procedures.
11. Adequacy of support for administrative evaluation procedures.
12. Adequacy of support for service/extension/extension activities.
13. Inclusion of faculty input in decision-making processes.
14. The University's commitment to diversity of faculty/staff.
15. University's commitment to diversity of students.

IMPORTANCE

1. To diversity of students.
2. University's commitment.
3. To diversity of faculty/staff.
4. The University's commitment in decision-making processes.
5. Inclusion of faculty input.
6. Adequacy of laboratory space.
7. Evaluation of administrative procedures.
8. Adequacy of support for service.
9. Adequacy of support for faculty.
10. Adequacy of support for administrative procedures.
11. Adequacy of support for administrative evaluation procedures.
12. Adequacy of support for service/extension/extension activities.
13. Inclusion of faculty input in decision-making processes.
14. The University's commitment to diversity of faculty/staff.
15. University's commitment to diversity of students.

NOT IMPORTANT

1. Suitability of classrooms for instructional purposes.
2. Adequate availability of classroom technology.
3. Adequate availability of class sizes or sections.
4. Adequacy of laboratory space.
5. Adequate availability of laboratory equipment.
7. Adequacy of support for faculty.
8. Adequacy of support for administrative procedures.
9. Adequacy of support for faculty evaluation procedures.
10. Adequacy of support for administrative evaluation procedures.
11. Adequacy of support for service/extension/extension activities.
12. Inclusion of faculty input in decision-making processes.
13. The University's commitment to diversity of faculty/staff.

SATISFIED

1. Availability of adequate classroom space.
2. Suitability of classrooms for instructional purposes.
3. Adequate availability of classroom technology.
4. Adequate availability of class sizes or sections.
5. Adequacy of laboratory space.
6. Adequate availability of laboratory equipment.
7. Evaluation of administrative procedures.
8. Adequacy of support for faculty.
9. Adequacy of support for administrative procedures.
10. Adequacy of support for administrative evaluation procedures.
11. Adequacy of support for service/extension/extension activities.
12. Inclusion of faculty input in decision-making processes.
13. The University's commitment to diversity of faculty/staff.

DIS-SATISFIED

1. Availability of adequate classroom space.
2. Suitability of classrooms for instructional purposes.
3. Adequate availability of classroom technology.
4. Adequate availability of class sizes or sections.
5. Adequacy of laboratory space.
6. Adequate availability of laboratory equipment.
7. Evaluation of administrative procedures.
8. Adequacy of support for faculty.
9. Adequacy of support for administrative procedures.
10. Adequacy of support for administrative evaluation procedures.
11. Adequacy of support for service/extension/extension activities.
12. Inclusion of faculty input in decision-making processes.
13. The University's commitment to diversity of faculty/staff.

LEVEL OF SATISFACTION

1. Availability of adequate classroom space.
2. Suitability of classrooms for instructional purposes.
3. Adequate availability of classroom technology.
4. Adequate availability of class sizes or sections.
5. Adequacy of laboratory space.
6. Adequate availability of laboratory equipment.
7. Evaluation of administrative procedures.
8. Adequacy of support for faculty.
9. Adequacy of support for administrative procedures.
10. Adequacy of support for administrative evaluation procedures.
11. Adequacy of support for service/extension/extension activities.
12. Inclusion of faculty input in decision-making processes.
13. The University's commitment to diversity of faculty/staff.
AS A RESULT OF THE UNIVERSITY'S RESTRUCTURING:

1. Faculty involvement in University affairs has: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

2. Tuition reduction/waiver for employees' dependents attending Clemson: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

3. Tuition reduction/waiver for non-faculty employees attending Clemson: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

4. Communication between faculty and administration: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

5. The University's accountability to stakeholders: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

6. My level of trust in University administration: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

PART II. 

Over the last two years, Clemson University has undergone a restructuring process. 

1. The overall efficiency of the University: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

2. Availability of a Faculty Club: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

3. Tuition reductions/ waivers for non-faculty employees: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

4. Attending Clemson conferences and events: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

5. Faculty involvement in University Affairs: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

6. The levels of University administration have: 
   A. INCREASED 
   B. STAYED THE SAME 
   C. DECREASED 
   D. NOT SURE 
   Comments: 

Comments:
AS A RESULT OF THE UNIVERSITY'S RESTRUCTURING:

My ability to perform my job has:

A. INCREASED
B. STAYED THE SAME
C. DECREASED
D. NOT SURE

Comments:

My level of satisfaction with working at Clemson has:

A. INCREASED
B. STAYED THE SAME
C. DECREASED
D. NOT SURE

Comments:

In your opinion, what have been the major benefits of the restructuring process at Clemson?

In your opinion, what are the major problems that are a result of the restructuring process?

PART III.

The Faculty Senate is the representative body of the Faculty of Clemson University. The following items relate to your opinions about the Faculty Senate. Respond to each item by circling the response that best represents your level of agreement with the following items. Please refer to the Faculty Senate's website for more information about the Faculty Senate.

1. I am aware of the activities of the Faculty Senate.
2. Faculty Senate communicates its activities to faculty members.
3. Faculty Senate is an effective organization.
4. Faculty Senate represents the interests of the University, of the University faculty members, of the administrative organization, and of the academic community.
5. Faculty Senate is relevant to me as a faculty member.
6. Faculty Senate works for the legitimate concerns of faculty.
7. Faculty Senate serves an important role in the University.
8. Faculty Senate should be given additional authority and responsibilities.

Comments:

Comments:
In your opinion, what does Faculty Senate do currently that provides the greatest benefit to the University?

In your opinion, what could Faculty Senate do to improve its importance to the University?

PART IV.

DEMOGRAPHICS (Circle the responses that reflect your current situation.)

1. In which college do you currently hold your faculty appointment? (If your appointment is in more than one college, select those colleges and indicate the percentages of your appointments in each college.)
   A. COLLEGE OF AGRICULTURE, FORESTRY AND LIFE SCIENCES
   B. COLLEGE OF ARCHITECTURE, ARTS AND HUMANITIES
   C. COLLEGE OF BUSINESS AND PUBLIC AFFAIRS
   D. COLLEGE OF ENGINEERING AND SCIENCE
   E. COLLEGE OF HEALTH, EDUCATION, AND HUMAN DEVELOPMENT
   F. UNIVERSITY LIBRARY
   G. OTHER (Specify): —

What is your current faculty rank?
   A. LECTURER
   B. INSTRUCTOR
   C. ASSISTANT PROFESSOR
   D. ASSOCIATE PROFESSOR
   E. PROFESSOR
   F. OTHER (Specify): —

What is your current tenure status?
   A. UNTENURED
   B. TENURED
   C. NON-TENURE TRACK POSITION

How many years have you been in a faculty position at Clemson?

ADDITIONAL COMMENTS

Please include any additional comments that you would like to make related to any of the items in this survey or other topics you feel Faculty Senate should address. Use back of form if more space is needed.

THANK YOU FOR YOUR INPUT AND COMMENTS!
MINUTES
FACULTY SENATE
September 10, 1996

1. Call to Order. President Ronald J. Thurston called the meeting to order at 3:30 p.m.

2. Approval of Minutes. The Faculty Senate Minutes of August 20, 1996 were approved as written.

3. Announcements. President Thurston announced:

   (1) the establishment of Faculty Senate Select Committees: Committee to Study Faculty and Administrator Evaluations, Budd Bodine, Chair; Committee to Study Grievance Procedures, Fran McGuire, Chair; Committee to Consider Possibility of an Administrator Award, Webb Smathers, Chair; and a Committee on Diversity, Alan Schaffer, Chair.

   (2) that Calls for Nominations for the Class of '39 Award for Excellence have been distributed; and that the deadline is October 31, 1996.

   (3) that he had met with Gary Ransdell, Vice President for Administration and Advancement, to discuss moving Senate meetings to the Madren Center.

4. Committee Reports

   a. Committee Reports

      Policy Committee. Senator Pat Smart explained that the Policy Committee considered and approved changes made to the ADA Committee on Access and Accommodations and recommended that the Faculty Senate Vice President/President-Elect be the one faculty member on the ADA Committee (Attachment A).

      Research Committee. Senator Tom Jenkins submitted and briefly explained this Committee's Report (Attachment B).

      Scholastic Policies Committee. No report.

      Welfare Committee. Senator Kathy Neal Headley submitted the Report from the Welfare Committee (Attachment C); highlighted important aspects; and noted that the final draft of the Survey has been approved by the Committee members.

b. University Commissions and Committees

1) Parking Advisory Committee - Senator Rich Poling reported on concerns of the faculty that: he will work with Joe Granger on a parking profile of Clemson with benchmark institutions; according to University legal counsel the parking fee is legal; Joe Granger will provide a report on expenditures of monies received from the bus system; official use of parking placards will be studied; and a suggestion that a landscape architecture faculty member be elected to the Parking Advisory Committee as one of two faculty members is to be determined by the Faculty Senate during committee elections.

4. President’s Report. President Thurston discussed the following concerns on which he will work with the President and Provost:

a) his assignment to a CHE Sub-Committee to look at performance indicators has revealed that accountability by institutions is being taken seriously and that South Carolina has the most performance indicators. President Thurston’s sub-committee will design indicators and another sub-committee will define formulas.

b) the low morale at Clemson University at the present time; and the excitement surrounding the new provost and his willingness to work together.

c) the athletic issue which must be addressed by encouraging those in charge to begin to take decisive action in the behavior and appearance of the Athletic Department.

d) instructional support costs versus academic costs.

e) morale lessened by the manner in which salaries are handled.

f) the fact that University personnel are being exempt from University policies.

g) definition of the campus direction - what is the goal of Clemson University.

h) Graduation Exercises - altruistic need to expand beyond campus for Graduation speakers.

5. Old Business (None)

6. New Business
a. Senator Smart submitted the Resolution Regarding Placement of University Policies Having Impact on the University Faculty for adoption by the Faculty Senate. During discussion a friendly amendment was offered which was accepted. Vote to adopt resolution was taken and passed (FS96-9-1 P) (Attachment E).

b. Question regarding “Diamond Dolls” asked by Senator Doost was not pursued by the Faculty Senate.
c. Robert A. Waller, Editorial Consultant of the Faculty Manual, questioned the exclusion of the ADA Committee on Access and Accommodations in the Faculty Manual. Senator Smart made a motion to abolish this Committee from the Manual which was seconded. Two-thirds vote to bring item to the floor passed at which time Senator Smart explained that the Policy Committee decided not to include Committee in the Faculty Manual since it is not a faculty driven committee at this time. Vote to abolish this Committee from the Faculty Manual was taken and passed.

7. Adjournment. President Thurston adjourned the meeting at 4:48 p.m.

Kathy Neal Headley, Secretary

Cathy Toth Sturkie, Administrative Assistant

PROPOSED BYLAWS
FOR THE ADA COMMITTEE ON
ACCESS AND ACCOMMODATIONS

ARTICLE I
Name

The name of this Committee shall be The ADA Committee on Access and Accommodation.

ARTICLE II
Purpose

The purpose of this committee shall be to enhance opportunities to qualified persons with disabilities in employment and in access to education. Through their actions and recommendations to the Secretary to the Board of Trustees, the committee performs this function by:

1. Evaluating University programs and services to ensure that individuals with disabilities have an equal opportunity to participate fully in all activities.

2. Collaborating with organizations and advocates for the disabled to obtain their input regarding the identification of barriers to access and the resolution of concerns for individuals with disabilities.

3. Raising awareness of the Americans with Disabilities Act and Sections 503 and 504 of the Rehabilitation Act with administrators, faculty, staff and students to assure compliance with Federal laws and regulations governing access and accommodation issues.

4. Reviewing the University’s compliance efforts with regard to the ADA Transition Plan and making recommendations to strengthen and augment this document, as needed.

ARTICLE III
Members

Section 1. The Committee is appointed annually in April by the Secretary to the Board of Trustees.
Section 2. The membership shall include:

**Standing members**
- Coordinator of Disabilities Services
- Director of Human Resources
- University Facilities Officer
- University Financial Officer
- ADA Coordinator

**Appointed members**
- One classified staff member appointed by the Secretary to the Board of Trustees for a two year term.
- One faculty member nominated by the Faculty Senate for a one year term.
- One student with a disability nominated by the Coordinator of Disabled Student Services for a one year term.

Section 3. The Chairperson is authorized to request attendance by appropriate University officials when an agenda item requires their expertise.

**ARTICLE IV**

**Officers**

Section 1. The Officers of this Committee shall consist of a Chairperson and a Recording Secretary.

Section 2. At the beginning of each academic year, the Committee will be convened by the ADA Coordinator. At that time, nominations will be taken from the floor to elect officers. Each officer shall be elected by ballot to serve for one year or until a successor is elected. Term of office shall begin at the close of the meeting.

**ARTICLE V**

**Meetings**

Section 1. The regular meetings of the Committee shall be held once each month or as deemed necessary by the Chairperson.

Section 2. The first meeting at the beginning of the academic year shall be for the purpose of electing officers, and for any other business that may arise.
Section 2. The membership shall include:

Standing members

Coordinator of Disabilities Services
Director of Human Resources
University Facilities Officer
University Financial Officer
ADA Coordinator

Appointed members

One classified staff member appointed by the Secretary to the Board of Trustees for a two year term.
One faculty member nominated by the Faculty Senate for a one year term.
One student with a disability nominated by the Coordinator of Disabled Student Services for a one year term.

Section 3. The Chairperson is authorized to request attendance by appropriate University officials when an agenda item requires their expertise.

ARTICLE IV
Officers

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ARTICLE V
Meetings

Section 1. The regular meetings of the Committee shall be held once each month or as deemed necessary by the Chairperson.

Section 2. The first meeting at the beginning of the academic year shall be for the purpose of electing officers, and for any other business that may arise.
NOTE: The ADA Committee on Access and Accommodations replaces the University Committee on the Handicapped listed on page 46 of the Faculty Manual. The new committee is not a sub-committee of the Facilities and Planning Committee, which was disbanded in April, 1995.

ADA Committee on Access and Accommodations. The purpose of this committee is to enhance opportunities to qualified persons with disabilities in employment and in access to education. Through their actions, the committee performs this function by evaluating University programs and services to ensure that individuals with disabilities have an equal opportunity to participate fully in all activities. The committee collaborates with organizations and advocates for the disabled to obtain their input regarding the identification of barriers to access and the resolution of concerns for individuals with disabilities. In addition, the committee raises awareness of disability laws and regulations to ensure compliance with federal legislation governing access and accommodation issues. Standing committee membership includes the Coordinator of Disabilities Services, Director of Human Resources, University Facilities Officer, University Financial Officer, and the ADA Coordinator. One faculty and one classified staff member are appointed for two year terms. A student with a disability also serves a one year appointment on the committee. The Chairperson is authorized to request attendance by appropriate University officials when an agenda item requires their expertise. The chair is elected annually by the committee.
Natural Resources, and Research; and Student Affairs; the President of the Faculty Senate; the Dean of Architecture; a member of the Council of Deans; three faculty representatives elected by the Faculty Senate; the President of the Student Body; the President of the Student Senate; a representative appointed by the Commission on Classified Staff Affairs; and the chairs of the Committee on Access and Accommodations for Individuals with Disabilities, the Safety and Fire Prevention Committee, and the Parking and Traffic Committee. Nonvoting members include a representative from Maintenance and Operations, Architectural and Engineering Services, and Public Affairs.

The Committee's charge is to: a. Determine, with adequate input from the various campus offices, the short and long range needs in the area of physical facilities; b. Establish, again with adequate input from the various campus offices, in an orderly and consistent manner a priority system for recognized University needs in the area of physical facilities; c. Assure that every effort is made to obtain adequate funding for recognized needs to include adequate and timely requests to appropriate state authority for bond funds and extensive research into federal and other alternative funding sources; d. Assure timely, thoroughly researched submissions to state authority of both the Overall Permanent Improvements Program and the annual Permanent Improvements Program; e. Assure timely and well-coordinated effort in the University's space utilization program including up-to-date inventories and equitable allocation of available classroom, laboratory, office, and other functional space.

5. Committee on Access and Accommodations for Individuals with Disabilities. This committee functions to ensure that persons with physical and mental disabilities have the opportunity to participate fully in university programs and activities and are protected from discrimination in the pursuit of employment and education. The committee evaluates university programs and activities as they affect qualified individuals with disabilities, monitors compliance by the University with applicable federal laws and regulations, and makes policy and procedure recommendations to the President. The committee consists of one representative from each college and the Library; one representative from the Office of Access and Equity nominated by the Director of Access and Equity; one representative from the Physical Plant nominated by the Chief Facilities Officer; one counselor from the Counseling and Psychological Services Center nominated by the Vice President for Student Affairs; one disabled student nominated by the Coordinator of Disability Services for a one-year term; one Faculty Senate representative; the Coordinator of Disability Services; and the General Counsel. The chair is authorized to request attendance by the Director of Public Safety, the Campus Master Planner, and the Athletic Director when an agenda item requires their expertise. Members are appointed by the President for three-year terms except as otherwise indicated. The chair is elected annually by the committee.

6. Group Insurance Committee. This committee investigates group insurance programs for faculty and staff, and makes recommendations to the President. It also recommends disposition of any excess income on group insurance programs. Membership consists of
Minutes
Meeting of Faculty Senate Research Committee
September 4, 1996

Members present: Jenkins, Gauthreaux, Kunkel, Linvill, Skipper, and Wheeler

The Committee discussed the upcoming search and selection process for the Associate Provost for Research. The Committee requested that the Provost consider a panel of outstanding and proven researchers at Clemson to interview each of the candidates and offer their evaluation. Jenkins stated that he would e-mail this request to Provost Rogers.

Agenda items for this semester were discussed. These included:

a. A review of the policies and procedures in force at Clemson regarding disbursement of the 25 cent on the dollar CHE Incentive Program for grant monies. This would include an evaluation of the amount of money returned to Clemson the past few years, and how these dollars are handled and distributed within the University once returned. Jenkins stated that he would request information on this matter from Mr. Scott Ludlow, Chief Financial Officer, and ask Mr. Ludlow to attend the next meeting of the Committee in October.


c. Examine Research Institutes/Centers/etc at Clemson including their numbers and functions, administrative structure, budgets, and financial soundness. Jenkins was to request information on budgets and financial soundness from Scott Ludlow.

Regular meetings of the Research Committee are scheduled for the first Wednesday of each month at 2 pm in 104 McAdams Hall. The next meeting is October 2.

Submitted by,
Tom Jenkins, Chair
Faculty Senate Welfare Committee
August 27, 1996

Attending: Robert Campbell; Kathy Neal Headley, Chair; Clint Isbell

The following issues received the committee's attention:

(1) Faculty Survey
At the August 20th meeting of the Faculty Senate, the Faculty Survey was accepted with two amendments. During the August 27th meeting of the Welfare Committee, the final draft of the Faculty Survey, with amendments, was approved by committee members.

Committee members recommended that the final draft should be submitted to President Curris and Provost Rogers. The survey should be a valuable tool for collecting current information on several University issues, particularly reorganization.

A cover letter will be included with the campus mailing of the Faculty Survey. In addition to news items in the campus publications, the committee suggested that an e-mail reminder to faculty should increase the return of the survey.

The Welfare Committee thanks Rich Poling for his efforts and expertise on drafting and revising the Faculty Survey. Rich will continue to be instrumental in guiding the work ahead. Clint Isbell and Kathy Headley will assist Rich in the collection and analysis of data.

(2) Salary Analysis (Faculty, Staff, and Administrators)
Robert Campbell and Pat Smith have agreed to work with the salary information this fall and to submit a final analysis for comparison to previous years.

(3) Work continues on the resolution regarding the status of women at Clemson University.
Pat Smith is compiling additional data for the resolution. A report of current findings will be presented at the September meeting of the Welfare Committee.

Next meeting: Tuesday, September 17, 3:30pm, conference room of Tillman 102.
1. Summary of University’s bonded indebtedness as of June 30, 1996 per the enclosed report:
   - Principal owed: $49,957,016
   - Interest owed: 26,456,125
   - Total owed: $76,413,141

*In a letter that the President wrote to the Senate last year. He indicated that he does not intend to recommend taking up new capital projects. He has initiated the delay of student center construction until 1999 with the possibility of lowering its proposed cost and content.*

* The above does not include the Engineering Innovation Center with a total cost of $17,715,000 provided through the state’s capital improvement funds and three million dollars in gifts.

The President’s request to CHE for capital expenditures includes the following items:

** $23.5 million for facilities maintenance
** $27.5 million for an agricultural biotechnology facility
** $13.0 million for classroom and laboratory upgrades and renovation of Hardin and Holtzendorff halls.

2. Two-page extract from the proposed travel policy is enclosed to draw faculty’s attention to the suggestion of continuous monitoring responsibility to ascertain receiving of the best rates at all times. Small World provides travel insurance at no additional cost.

3. The response of Public Affairs office on “Tiger Tel Card” controversy is enclosed. Detailed information together with copies of subject contracts have been forwarded to our office.

4. Important remaining agenda:
   a) review and comparison of 1996 fiscal year university expenditure
   b) possible review and analysis of costs from peer institutions

Respectfully submitted,

Roger K. Doost, Chair
Clemson University's Current Bonded Indebtedness
As of June 30, 1996

<table>
<thead>
<tr>
<th>Bond Type</th>
<th>Principal Outstanding</th>
<th>Interest Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student &amp; Faculty Housing Revenue Bonds</td>
<td>$27,567,016</td>
<td>$15,691,617</td>
</tr>
<tr>
<td>Plant Improvement Bonds</td>
<td>$8,445,000</td>
<td>$5,344,118</td>
</tr>
<tr>
<td>Stadium Improvement Refunding Bonds</td>
<td>$3,830,000</td>
<td>$537,255</td>
</tr>
<tr>
<td>Parking Facilities Revenue Bonds</td>
<td>$510,000</td>
<td>$131,648</td>
</tr>
<tr>
<td>Auxiliary Facilities Revenue Bonds</td>
<td>$3,410,000</td>
<td>$2,174,915</td>
</tr>
<tr>
<td>State Institution Bonds</td>
<td>$6,195,000</td>
<td>$2,576,573</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$49,957,016</strong></td>
<td><strong>$26,456,125</strong></td>
</tr>
</tbody>
</table>

Notes:

1. This debt is composed of three series of bonds with net interest costs ranging from 6.64% to 6.77%. The last principal payment is due in the year 2012. The net revenues of the student and faculty housing operation are pledged for repayment of these bonds. Also included in the above total is a 5.5% Department of Education note which will be retired in the year 2010.

2. These bonds bear a net interest cost of 6.80% and will be retired in the year 2011. The $41.50 per semester Plant Improvement Fee charged each full-time student is pledged for repayment of this debt. Additionally, part-time students are charged a per credit hour Plant Improvement Fee.

3. These bonds bear a net interest cost of 5.43% and will be retired in the year 2000. Pledged for repayment of this debt is the $1 admission fee included in the price of each ticket to an event in the stadium plus a special student fee of $6 per semester for each full-time student. Additionally, the net operating revenues of the Athletic Department are pledged.

4. These bonds bear interest at the rate of 5.44% and will be retired in the year 2004. The net revenues of parking and vehicle registration operations are pledged for the retirement of this debt.

5. These bonds bear a true interest cost of 6.95% and will be retired in the year 2011. The net revenues of campus vending, dining facilities, canteen, convenience stores, laundry, and bookstore are pledged for the retirement of this debt.

6. This debt is composed of two series of bonds with net interest costs ranging from 5.29% to 6.02%. These bonds will be retired in the years 2007 and 2010, respectively. State Institution Bonds were issued by the State of South Carolina on behalf of Clemson University. The tuition and matriculation portion of student fees is pledged for the retirement of this debt. For FY 96/97, tuition and matriculation fees remain unchanged at $67.50 per semester for full-time SC residents and $250.50 per semester for full-time non-residents.

Attached is the schedule of student fees for debt retirement and plant maintenance, repairs, and renovations from the FY 96-97 budget as approved by the Board of Trustees on July 26, 1996.
Reasoning Behind Use of Authorized Agencies

It is University intent, by contracting with a single travel agency, to improve and standardize the overall level of passenger service, capture the travel data necessary for modern, cost effective management analysis, and ultimately reduce our ever-increasing travel costs. Our authorized agency is familiar with University goals and policy and will assist you in booking the most reasonable itinerary without jeopardizing your ability to do business.

To take advantage of their services, call 654-xxxx, 654-xxxx, or 654-xxxx, identify yourself as a University employee, and request our negotiated rates or discounts. Should you already be aware of either a special conference or “consolidator” airfare, be sure to advise the agent of particulars. A common misconception is that ordinary travel agents can’t secure the best discounted airfares. They can, but it does help if you share information available to you and let them research alternatives.

When our designated agency cannot match a fare you have obtained, you should document the details and provide them to Campus Services, the contract monitor. The contract monitor will ensure the contractor refunds the difference in the ticket costs, in accordance with the contract.

This savings will benefit your department and the university and we encourage your initiative.

Travel by airplane is recommended when the cost of the employee’s time is an important factor or where the travel time by other methods would increase the subsistence expense.

Accommodations should be limited to tourist or economy class.

The rule of thumb is “lowest logical airfare.” To ascertain this amount, specify preferred airport, departure/arrival times and the likelihood of any changes or cancellations. Will trips be frequent? Will they be to the same destination? Our contracted travel agency has a number of creative ways in which they can save money for you and other University travelers. Ten examples:
(1) **Instant Purchase/Non-Refundable Tickets**: Restrictions can include either a 7, 14, or 21-day advance purchase and a Saturday night stay, but the savings are significant. Incidentally, non-refundable doesn’t mean you don’t get a refund. You do, but it’s in the form of a one-year airline credit, less a fee (usually $35-50).

(2) **Sister City**: Dulles and Baltimore airports are cheaper than Washington DC. In Chicago, Midway airport is cheaper than O’Hare, etc. When requesting flight information, be sure to ask for alternative routes and/or sister city airports, if they can meet your travel needs.

(3) **Coupons/Contracts**: The university may have negotiated a reduced airline fare, or the travel agency may have received dollar or percentage-off airline coupons. Always ask.

(4) **Flight-Specific Rates**: Airlines sometimes reduce rates, not by day of the week, but by hour of the day. Therefore, always ask if there are "flight specific" discounts. If they exist, evaluate the savings against possible time loss. Normally, a window of one or two hours on either side of your original departure time is acceptable.

(5) **Back-to-Back Flights**: Looked upon as a routine practice in the industry, but frowned on by airlines. Back-to-back ticketing is two round trip tickets, each staying over a Saturday night, instead of one ticket without a Saturday night stay. Savings can be dramatic, especially if all four coupons are used.

(6) **First/“Upgradeable” Coach Class Tickets**: University regulations prohibit the reimbursement of first class tickets. “Upgradeable” coach class tickets should be approved in advance by your department chair/head. They are more expensive than other coach class tickets which are not upgradeable.

(7) **The Fly America Act**: All Federally funded grants and contracts require travelers to use American flag carriers. Other contacts or grants may not. A copy of the Fly America Act guidelines is available in the Library or by contacting the Sponsored Programs Office.
August 21, 1996

Memorandum to: Roger Doost
From: Cathy Sams
Subject: Tiger Tel Card

Gary Ransdell asked me to send you some information about the Tiger Tel card. I've enclosed a copy of a memo from Randal Davis, director of Telecommunications, to me which provides some background information. I'm also enclosing a copy of the actual contract and some other relevant information.

The MCI contract dates back several years and was actually negotiated by the State. Under the contract, MCI had access to Social Security numbers since those are also student ID numbers. What brought this to light recently was MCI's letter to customers announcing a plan to use the Social Security number as the base of the long-distance access code. The letter included the customer's actual number. My guess is that many people didn't realize MCI had their Social Security numbers until then. There are a few other vendors who have similar access.

If you have any questions about this specific contract, please contact Randal Davis. I'm sure he'll be glad to try and answer them.

CS/dg
Enclosures

xc: Gary Ransdell (without enclosures)
    Randal Davis (without enclosures)
RESOLUTION REGARDING PLACEMENT OF UNIVERSITY POLICIES HAVING IMPACT ON THE UNIVERSITY FACULTY

FS96-9-1 P

Whereas, All policies that affect faculty members are not included in the Faculty Manual; and

Whereas, Under current procedure, University schools and departments are not required to keep an available copy of University policies in a central office;

Resolved, That each department and/or school be required to keep a copy of all University policies affecting faculty available for faculty use.

This resolution was passed by the Faculty Senate on September 10, 1996.
MINUTES
FACULTY SENATE
October 8, 1996

1. **Call to Order.** President Ronald J. Thurston called the meeting to order at 3:32 p.m.

2. **Approval of Minutes.** The Faculty Senate Minutes of September 10, 1996 were approved as written.

3. **Special Order of the Day.** President Ronald J. Thurston introduced Steffen H. Rogers, Vice President for Academic Affairs and Provost. Dr. Rogers asked that the Faculty Senate reconsider the representation of the Library on the Academic Council for equal representation among colleges; noted that he is considering one annual review process; informed the Senate that paperwork is forthcoming asking faculty to explain how they spend their time; provided a history of the Biotechnology Building related to a bond issue (Dr. Rogers noted he would like to see it tied to the Greenville Hospital System in order to decrease the price); and discussed deficits among various centers and entities noting that deficits cannot be tolerated across the board.

4. **Committee Reports**
   a. **Policy Committee.** Senator Pat Smart noted that this Committee has been reviewing and making editorial changes to the *Faculty Manual* and that questions regarding school directors will be reviewed.
   b. **Research Committee.** Senator Tom Jenkins submitted and briefly explained this Committee’s Report (Attachment A).
   c. **Scholastic Policies Committee.** Senator Syd Cross explained the item contained in the Report from the Scholastic Policies Committee (Attachment B), and asked for a Sense of the Senate. Following the acceptance of a suggestion, the Sense of the Senate was to accept report and have this Committee provide a recommendation.
   d. **Welfare Committee.** Senator Kathy Neal Headley submitted the Report from the Welfare Committee (Attachment C); updated the Senate on the Survey; and noted that this Committee will analyze salary data to see how salaries are keeping pace in terms of faculty who have been at Clemson through lean budget years and new faculty to see if there are discrepancies.
   e. **Finance Committee.** Senator Roger Doost submitted and discussed the Finance Committee Report (Attachment D).
b. University Commissions and Committees

1) NCAA Self-Study - Senator Smart reported that the Report by this Committee will soon be submitted and asked that senators look at the academic integrity chapter and offer feedback. Copies of this Report are in the Faculty Senate Office and in the Reserves Section of the Cooper Library.

5. President's Report. President Thurston asked for assistance in putting Faculty Senate business on the internet; noted that faculty may contact Bob Waller if they had not yet received Faculty Manuals; read note of thanks and appreciation from the Marvin Dixon Family; stated that most of his time has been spent in Columbia working on categories for the performance assessment for funding; and announced that Tom Keinath is recovering from a bone marrow transplant and enjoys receiving E-mail messages.

6. Old Business
   a. Senator Pat Smart explained that the Policy Committee considered and approved changes made to the ADA Committee on Access and Accommodations and recommended that the Faculty Senate Vice President/President-Elect be the one faculty member on the ADA Committee. However, when this recommendation was presented to the Executive/Advisory Committee of the Faculty Senate, concerns were raised by several members. Therefore, Senator Smart brought this item to the Senate for a Sense of the Senate. Following discussion, Sense of the Senate was taken to have the Faculty Senate Vice President represent the Senate on this Committee and failed. Senator John Huffman made a motion that the Faculty Senate not appoint a representative to this Committee which was seconded. Discussion followed. Vote to not appoint representative to Committee was taken and passed. Senator Huffman then moved that the current Vice President, Fran McGuire, write a letter to the Provost in order to explain the reasoning for the Senate decision, and motion was seconded. Vote to have Vice President write letter to Provost was taken and passed unanimously.

7. New Business
   a. Calls for Nominations for the Class of '39 Award for Excellence have been distributed, and the deadline is October 31, 1996. Calls for Nominations will also be e-mailed to all faculty.

   b. Board of Trustees Breakfast will be held on Saturday, November 2, 1996 at 8:30 a.m. at the Clemson House.

   c. Senator Huffman moved that the Faculty Senate reconsider the Library representation on the Academic Council as presented and requested by the Provost. Motion was seconded. Following two-thirds vote to come to the floor of the Senate, vote to accept motion was taken and passed.

   d. Senator Kerry Brooks questioned what faculty and staff should receive through campus mail. During discussion it was stated that the Post Office will institute a new policy to not deliver "junk" mail to campus addresses. Several faculty expressed concern since this is how they receive notices of publication of books, news of conferences, etc.

   e. Motion was made for the Faculty Senate to go into Executive Session to discuss a personnel matter and was seconded. Vote was taken to go into Executive Session and passed. Following discussion, motion was made to go out of Executive Session. Vote to go out of Executive Session was taken and passed. Senator Huffman moved that the Faculty Senate
direct the President of the Faculty Senate to communicate with President Curris about the matter discussed in Executive Session and inform him that the situation must be resolved in an expedient manner. Motion was seconded. Vote to accept motion was taken and passed unanimously.

8. Adjournment. President Thurston adjourned the meeting at 5:15 p.m.

Kathy Neal Headley, Secretary

Cathy Toth Sturkie, Administrative Assistant

Absent: H. Wheeler (E. Pivorun for), G. Bautista, J. Walker, M. Morris (R. Campbell for), E. Makram, J. Peck
MINUTES
Faculty Senate Research Committee
October 2, 1996

Present: Skipper, Kunkel, Gauthreaux, Makram, Linvill, Wheeler, and Jenkins

Jenkins introduced Mr. Scott Ludlow, Chief Financial Officer, to respond to questions from the Committee concerning the 25 cent on the dollar research incentive, and on the financial status of Centers and Institutes at Clemson. Ludlow's responses were as follows:

1. Research Incentive

The funding formula to State Institutions of Higher Learning included a 25 cent return for each dollar of external grant money as an incentive to develop research activities. In FY 1992, the appropriation to the public institutions decreased from 91% of the formula to 74%, and since then, appropriations have followed an alternate methodology commonly referred to as "hold harmless". This approach was followed to ensure that no institution would receive less appropriations than in previous years. With the abandonment of formula funding, money for the research incentive was no longer available. However, Clemson continued the incentive program internally through reallocation. Because of increased growth in research and shrinking budgets, the incentive program continues but on a smaller scale. Money set aside by the University for the incentive is given to the Deans in proportion to grants generated in their College two years before the current year. Expenditure of this money is left to the discretion of the Dean, and does not involve the Chief Research Officer.

2. Research Centers/Institutes

Mr. Ludlow pointed out that Clemson's web page lists 31 Centers and Institutes at the University. Budgets for these are the responsibility of Colleges, and under the purview of Deans. While Baruch forest and TIWET are also the responsibility of Deans, only these two received PSA and E&G support from central resources last year. The other Centers/Institutes may also receive similar support, but it is not allocated from the central budget. A brief report on the financial status of TIWET was given. Mr. Ludlow wants to have budget policies for University Centers and Institutes on file and available for review, and he has taken this on as a project.
Discussion of the above items continued after the departure of Mr. Ludlow. Similar requests for budget information on the Research Incentive and Centers will be made to Deans. The Committee agreed that Mr. Ludlow is to be commended for the cooperative and timely fashion in which he responded to the Committee's requests.

Jenkins distributed to each member copies of the draft advertisement and job description for the Associate Provost for Research/Chief Financial Officer. Concerns should be given to Jenkins by October 4.

The next meeting of the Research Committee is scheduled for Wednesday, November 6 at 2 pm in 104 McAdams Hall.

Submitted by,

Tom Jenkins
Chair
The Scholastics Policy Committee met with Farrell Brown regarding the circumstances of a student who, appeared to have been given an exception to her visitor status while doing research here. These exceptions are being used to accept her into the PHD program. Upon Dr. Brown’s recommendation, the committee has made the following suggestions for changes in the graduate announcements:

#1 third line after *Clemson University*, insert: Formal pursuit of course work is not permitted.

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#4 Exceptions to the above can only be made with the written consent of the student’s dissertation advisor, full advisory committee, department chair, college dean and the graduate dean.
Exchange Visitors

The exchange visitor (hereafter referred to as visitor) is a foreign national in J-1 visa status who is associated with an academic department on campus or an affiliated institute or organization for purposes other than seeking a degree from Clemson University. The visitor status is formalized by an invitation from a department of Clemson University to apply for the exchange visitor status, completion of an Exchange Visitor Application, acceptance by the inviting department, and issuance of Form I-94 from OIPS. Confirmation of English ability and academic degree is required prior to admission.

A monthly administrative fee commensurate with the current costs of a regularly enrolled international graduate student will be required unless waived by the department. Visitors will be assessed a one-time charge of $130* by OIPS. The accident insurance and the established University health fee also are required.

Services provided by OIPS include assisting the visitor with INS requirements; ensuring that visitors obtain insurance; serving as a liaison on program objectives among program agency sponsors, academic departments and the visitor; and providing updated progress reports when requested.

Residence

Residence is a necessary component in graduate education, particularly in the preparation of the dissertation. The purpose of residence is to require the student to spend a specified minimum amount of time as follows:

1. in direct personal association with members of the faculty of the University;
2. under direct tutelage and advisement of a research advisor and advisory committee in the department or program of the major; and
3. participating in other normal activities pertinent to graduate education such as seminars and close association with other student researchers.

To receive the Doctor of Philosophy degree, the student must complete at least 15 semester hours of graduate credit including research credit hours (991) on the Clemson University campus in a continuous 12 month period.

For students employed substantially more than half time, a statement specifying the manner in which the residence requirement is to be satisfied shall be formulated by the advisory committee and be included in the graduate degree curriculum. Also, upon completion of the final examination, the student’s committee will forward to the Graduate School a statement approved by the department head and college dean certifying that residence requirements have been met.

Off-campus Research

Under special circumstances, it may appear desirable that doctoral research be conducted away from the Clemson University campus. If such research is to be performed under the immediate direction of a Clemson University faculty member acting as dissertation advisor and supervisor, then in order to accommodate the student as well as to exercise proper and necessary control over this most important phase of doctoral study, the following additional requirements will be made:

1. Written Consent and Research Plan. The student must have the written consent of his or her dissertation advisor, full advisory committee, department head, college dean and the graduate dean. Prior to departure from campus, the student must submit a written plan for his or her research effort to the advisory committee for approval. The plan should include a discussion of the problem and intended scope of the investigation, and should be structured in terms of a specific time frame.

2. Statement from Organization where Research Will Be Conducted. The advisory committee may require a statement from an appropriate officer of the organization at which the student will be located agreeing to (a) the student’s plan to complete dissertation research using the organization’s equipment and facilities; (b) the apportioning of at least 25 percent...
or other appropriate amount of the student's employment hours to dissertation research; and (c) the organization’s release of patent rights or copyrights arising from discoveries or concepts that evolve during the course of the student's doctoral research.

3. Travel. The student may be required to travel to Clemson University, not at the expense of Clemson University, to meet with the dissertation advisor and advisory committee as often as is deemed necessary by the committee. Further, the student may, at the discretion of the dissertation advisor and advisory committee, be required to return to the Clemson campus subsequent to the performance of the mechanics of the research for the purpose of comprehensive review and analysis of the research.

4. Continuous Enrollment. The student must maintain continuous enrollment at Clemson University each semester while the research is in progress. It will be the student's responsibility to make suitable arrangements with the department to maintain this continuous registration. Normally the student will not be required to register for summer sessions; however, he or she must be registered for the term that involves the review of the completed dissertation and/or the final examination.

5. Supervision and Reports. When doctoral research is conducted away from the Clemson campus and under the immediate direction of a dissertation supervisor who is employed by an organization other than Clemson University, in order to accommodate the student, as well as to exercise proper and necessary control over this important phase of doctoral study, the following requirements must be met:

(a) An employee, having earned a Ph.D. and being engaged in the general subject area of the student's research, must be designated by an officer of the organization to supervise the student's research work.

(b) The employee must be recommended to the provost by the appropriate college dean for appointment as an adjunct professor of Clemson University.

(c) A resume of the research supervisor must be submitted to the student's full advisory committee for its review and recommendation to the graduate dean.

(d) The research supervisor must submit a final statement regarding the dissertation research, as well as interim reports if the committee deems such as necessary.

(e) The off-campus research supervisor cannot serve as the student's major advisor.

Comprehensive Examinations before Admission to Candidacy

Prior to taking the comprehensive examination before admission to candidacy, the doctoral student must have selected an advisory committee and filed an approved graduate degree curriculum (Form GS2) with the Graduate School.

Satisfactory completion of the comprehensive examination must occur no less than six months and no more than five years prior to the date of graduation. For examinations consisting of several parts (for example, a written plus an oral, or a written in cumulative format), the date of completion will coincide with the date of the last examination activity. However, the time span from the beginning to the end of the examination must not exceed twelve months, and failure of any portion that negates further examining will be reported as a failure of the examination. In the event that the completion date falls within a semester or session but all degree requirements have been met in a five-year period following the completion date, the student may receive the degree at the ensuing graduation ceremony.

A comprehensive examination is attempted only at the recommendation of the student’s advisory committee after completion of most of the required coursework. The function of the examination, which may be written or a combination of written and oral, is to obtain objective evidence of an adequate intellectual mastery of the areas of the major and minor
Faculty Senate Welfare Committee

September 17, 1996

Attending: Robert Campbell; Kathy Neal Headley, Chair; Clint Isbell; Frank Tainter, Jerry Walker

The following issues received the committee's attention:

(1) Faculty Survey
Ron Thurston and Kathy Headley met with Provost Rogers to discuss the faculty survey of important issues on campus. Rich Poling has drafted a cover letter for the survey and is in final preparations for distribution. Additional notification will appear through Inside Clemson and campus e-mail.

(2) Salary Data
Robert Campbell and Pat Smith await delivery of salary data in order to begin analyses. In addition to the annual format of summary information, a request was made to compare salary data of faculty who were hired approximately 10 years ago (prior to budget concerns during the last several years) with salary levels for recent hirings.

(3) Service/Faculty
The issue of service as addressed in the Faculty Manual was a third item of discussion. Questions posed were "What are expectations for faculty committee loads? For major University committee work, how are faculty compensated? During summers, several committees meet without faculty compensation during unpaid leave; is there any adjustment for this? How is committee work applied to administrators' workload? In regards to committee assignments, what are administrators paid for that faculty do without compensation? Are teaching reductions appropriate at the expense of the department?" Teaching reductions for large amounts of University committee work put undue demand on departmental resources. The Welfare Committee will review section VII of the Faculty Manual for possible revisions.

Next meeting: Tuesday, October 15, 3:30pm, Conference Room, Tillman 102
1. Accounting according to University’s financial statements:

Instruction: includes part of faculty salaries, benefits, travel, supplies, equipment, transfers 24.9
Research: includes part of faculty salaries, benefits, travel, supplies, equipment, transfers 19.9
Extension & Public Service: includes salaries, benefits, travel, supplies, equipment, transfers 14.4
Auxiliary Enterprises: cost of self-supporting enterprises (athletics, bookstore, canteens, etc) 16.8
Academic Support: deans, computers, libraries 6.2
Operation & Maintenance of Plant: utilities and general services 5.2
Institutional Support: finance, personnel, security, president’s office 5.2
Scholarships & Fellowships: 2.0
Student Services: admissions, registrar, student-aid administration & counselling 2.0
Bond Debt & Mandatory Transfers 2.2

Total

2. How we think expenses should be reported for the benefit of faculty:

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
<th>Admin</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty salary &amp; benefits:</td>
<td>xxx</td>
<td>xxx</td>
<td>xxx</td>
<td>xxx</td>
</tr>
<tr>
<td>University overhead</td>
<td>xxx</td>
<td>xxx</td>
<td>xxx</td>
<td>xxx</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>xxx</td>
<td>xxx</td>
<td>xxx</td>
<td>xxx</td>
</tr>
</tbody>
</table>

3. How these numbers will potentially appear: (estimated amounts for 1995 in millions):

<table>
<thead>
<tr>
<th>Faculty salary &amp; benefits</th>
<th>40</th>
<th>20</th>
<th>10</th>
<th>12</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead *</td>
<td>80</td>
<td>40</td>
<td>20</td>
<td>(12)</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>120</td>
<td>60</td>
<td>30</td>
<td>68</td>
<td>278</td>
</tr>
</tbody>
</table>

Revenues: State approp. 131 + Student fees 60 + Grants, etc. 78 + Fed. Approp. 13 = 278

Faculty salary and benefits: (to be broken down based on Form 1 and Form 3)
- Teaching 40
- Research 20
- Service 10
- Administration 12

University overhead:
Level 1 overhead - Travel, supplies, miscellaneous charges 26
Level 2 overhead - Departmental administration 18
Level 3 overhead - Library
  Computers 26
  Deans’ offices
Level 4 overhead - Operation and maintenance 24
Level 5 overhead - President’s office
  Finance
  Personnel
  Security
  Student services 29
Level 6 overhead - Scholarship and fellowships 10
Level 7 overhead - Bonded debt & mandatory transfers 7
Total (Faculty pay 70 + Overhead $140 + Extension 68) 278
Management Accounting Club
Scheduled Meetings - Fall 1996
All Meetings are from 6:00 to 7:30
Room 103 - Sirrine Hall

<table>
<thead>
<tr>
<th>Date &amp; Day</th>
<th>Featuring</th>
<th>Video Presentation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/16</td>
<td>W. Ludlow, CFO</td>
<td>Lapses in Control ***</td>
<td>Comedy</td>
</tr>
<tr>
<td>10/23</td>
<td>W. Yani at Acrop.</td>
<td>Computer Fraud</td>
<td>Poetry</td>
</tr>
<tr>
<td>10/30</td>
<td>W. Provost Rogers</td>
<td>Mgmt. Compensation**</td>
<td>Freedom Dance</td>
</tr>
<tr>
<td>11/13</td>
<td>W. Dean Trapnell</td>
<td>The Ethical Foundation</td>
<td>Poetry</td>
</tr>
<tr>
<td>11/19</td>
<td>T. Tom Dickens</td>
<td>Lean &amp; Mean Companies</td>
<td>Comedy</td>
</tr>
<tr>
<td>11/26</td>
<td>T. Alan Winters</td>
<td>Corporate Tax Evasion</td>
<td>Eva Maria</td>
</tr>
</tbody>
</table>

Management Accounting Club is formed by the junior and senior accounting students for promotion of Management Accounting and attraction of interested accounting, business, and non-business students and faculty to its functions.

Meetings will be held in Room 103 or G-1 in Sirrine Hall. All students and faculty from all discipline are welcome to attend.
Scholastics Policy Committee  
September 17

The Scholastics Policy Committee met with Farrell Brown regarding the circumstances of a student who, appeared to have been given an exception to her visitor status while doing research here. These exceptions are being used to accept her into the PHD program. Upon Dr. Brown's recommendation, the committee has made the following suggestions for changes in the graduate announcements:

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* Subject to change.
DEGREE REQUIREMENTS

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the examination, which may be written or a combination of written and oral, is to obtain
objective evidence of an adequate intellectual mastery of the areas of the major and minor
Your comforting expression of sympathy
will always be remembered
with deep gratitude

The Dixon Family

Thanks so much for giving a memorial in memory of Linda to her school. A mural is going to be painted in the library and a reading garden created in the courtyard at her school. These will be enjoyed by the children and faculty she loved so much. Your thoughtfulness is greatly appreciated.

The Dixon Family
MEMORANDUM

July 30, 1996

TO: Poultry Science Faculty
FROM: B. L. Hughes
SUBJECT: Annual Faculty Activity Report, 1995-1996

The Office of Institutional Research is preparing a report on faculty productivity for each college. The period covered by the report is JULY 1, 1995 THROUGH JUNE 30, 1996. Please provide the requested information by August 23, 1996.

Cindy McMahan will collect the reports for our department and forward them to the dean’s office. You may use the attached format or a current curriculum vitae if all requested information is included in the CV. If there is any doubt about including a particular item Dean Skelton suggest that it be included and let someone else make the decision to include or delete that item.

I appreciate your cooperation in collecting this information.
Name: ____________________________  SS#: ____________________________

Department: ____________________________

Please fill out this form to the best of your knowledge. This information is being collected by the university to record the productivity of the faculty. Include full citations where applicable. You may attach your vita in lieu of completing this form. Return this information to The Office of Institutional Research, B-17 Hardin Hall. Thank you for your participation.

1. Research Participation:
   Please indicate the principle investigator when more than one investigator is listed.
   a. Continuing or Renewal Projects:
      Title: ____________________________
      Sponsor: ____________________________
      Investigators: ____________________________
      Start Date: ____________________________
      End Date: ____________________________
      Amount: ____________________________

   b. Projects Initiated:
      Title: ____________________________
      Sponsor: ____________________________
      Investigators: ____________________________
      Start Date: ____________________________
      End Date: ____________________________
      Amount: ____________________________

   c. Projects Completed:
      Title: ____________________________
      Sponsor: ____________________________
      Investigators: ____________________________
      Start Date: ____________________________
      End Date: ____________________________
      Amount: ____________________________

2. Research Proposals:
   Please indicate the principle investigator when more than one investigator is listed.
   a. In Preparation:
      Title: ____________________________
      Sponsor: ____________________________
      Investigators: ____________________________
      Start Date: ____________________________
      End Date: ____________________________
      Amount: ____________________________

   b. Submitted:
3. Equipment or Program Proposals:
   Please indicate the principle investigator when more than one investigator is listed.
   a. In Preparation:
      Title:
      Sponsor:
      Investigators:
      Start Date:
      End Date:
      Amount:

   b. Submitted:
      Title:
      Sponsor:
      Investigators:
      Start Date:
      End Date:
      Amount:

   c. Funded:
      Title:
      Sponsor:
      Investigators:
      Start Date:
      End Date:
      Amount:

4. Books Written:
   a. Published:

   b. Completed, accepted by publisher:

   c. Books Edited, completed, accepted by publisher:
d. Textbooks Written, completed, accepted by publisher:

5. Publications:
   a. Refereed Journals:
   b. Refereed Conference Proceedings:
   c. Non Refereed Conference Proceedings:
   d. Other Publications:
   e. Research Articles, accepted, awaiting publication in refereed journals:
   f. Other Publications, accepted, awaiting publication:

6. Chapters of Books, Editor of Proceedings:
   a. Published:
   b. Accepted for publication

7. Exhibits/Performances:

8. Compositions/Arrangements:

9. Design Projects:

10. Participation in Professional Meetings:
     
     | Meeting | Dates | Place | Type of Participation |
     |---------|-------|-------|-----------------------|

11. Professional Honors and Awards:
Call to Order. President Ronald J. Thurston called the meeting to order at 3:32 p.m.

Approval of Minutes. The Faculty Senate Minutes of October 8, 1996 were approved as corrected.

Special Order of the Day - Alesia Smith, Director of Judicial Services, explained procedures for handling student conduct, discipline, and the review of the student code of conduct. In the near future, this Office will address the issue of student classroom behavior. Ms. Smith requested and received input from senators and responded to questions.

Class of '39 Award for Excellence - President Thurston appointed Frank Tainter to count ballots for this Award with the Provost. The election of the 1996 Class of '39 Award for Excellence was held by secret ballot, and ballots were collected.

Committee Reports

a. Policy Committee. Senator Pat Smart reviewed editorial changes to the Faculty Manual under consideration by this Committee.

Research Committee. Senator Tom Jenkins submitted and briefly explained this Committee's Report (Attachment A). Discussion followed during which concerns were raised.

Scholastic Policies Committee. Senator Syd Cross submitted report (Attachment B) and explained suggestions to the Graduate Announcements. The issue of grade inflation continues to be discussed by this Committee.


Finance Committee. Senator Roger Doost submitted and discussed the Finance Committee Report (Attachment D). Discussion followed during which the following comments were made: that there were no savings in restructuring; that the only improvement shifted 4 million dollars in 1995/96 to faculty (shift in department head salaries); that faculty are becoming the underclass; that there may be a less wide gap between faculty salary percentages and administrator salary percentages, but the base amount is larger for administrators; that Clemson needs more funds for teaching and research and less for administration. Discussion followed.
b. University Commissions and Committees

1) Parking Advisory Committee - Senator Rich Poling provided the Parking Services FY 95-96 Budget (Attachment E) regarding funding and expenditures.

2) NCAA Self-Study Report - Senate Alternate Peg Tyler noted that the Faculty Senate Summary to the NCAA Self-Study Report will be provided to the Senate at the November meeting.

6. President's Report. President Thurston:

1) stated his concerns about faculty salaries noting that the issue of salaries is a Faculty Senate responsibility. President Thurston further noted that Clemson's average salaries are not too far from the National average, but that the deviation across campus is high.

2) informed the Senate that at the recent Foundation Board Meeting the compensation package for the President was announced (which includes a new car lease and a home renovation) and questioned why academic obligations cannot be met.

3) stated that the word “University” comes from “universal” truth and offered a quotation by Robert E. Lee.

7. Old Business None

8. New Business

   a. Senator Jenkins asked about post-tenure review information to be considered by the Committee to Study Faculty and Administrator Evaluations, chaired by Budd Bodine; and about the National Commission to Study the Future of Clemson University initiated by President Curris. President Thurston provided information and discussion was held.

9. Adjournment. President Thurston adjourned the meeting at 4:45 p.m.

Minutes
Meeting of Faculty Senate Research Committee
November 7, 1996

Members present: Jenkins, Gauthreaux, Linvill, and Makram

The Committee discussed further action regarding the CHE 25 cent on the dollar research incentive. It was decided to seek further clarification of the policy, and to follow up on how the money is received and disbursed at the College level.

It was brought to the attention of the Committee that a proposal is being considered by the University to raise the classification of equipment on grant spending from 500 to 5000 dollars. The present policy considers items under $500 as supplies and equipment as over $500. Many grants restrict the spending of money for equipment, which prevents the PI from purchasing some small items normally thought of as supplies. Several questions were raised about the proposal including how this would affect calculation of indirect costs, and insurance coverage of equipment under $5000.

Organization and administration of Environmental Health and Safety, as well as Intellectual Property at the University were discussed. Both of these support functions for research seem loosely organized and lack a clearly identifiable chain of administrative command. The Committee will seek further information on the University’s present structure for these functions and future plans for their administration. The job description for the new Senior Vice Provost for Research and Chief Research Officer does not include responsibilities for either EHS or Intellectual Property.

The next meeting of the Faculty Senate Research Committee will be held on Wednesday, December 4 at 2 pm in 104 McAdams Hall.

Submitted by,

Tom Jenkins
To: scathy  
From: Sydney Cross <csydney@clemson.edu>  
Subject: scholastics policy report  
Cc:  
Bcc:  
X-Attachments:  

Scholastics Policy Committee  
September 17  

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Exchange Visitors

The exchange visitor (hereafter referred to as the visitor) is a foreign national in J-1 visa status who is associated with an academic department on campus or an affiliated institute or organization for purposes other than seeking a degree from Clemson University. The visitor status is formalized by an invitation from a department of Clemson University to apply for the exchange visitor status, completion of an Exchange Visitor Application, acceptance by the inviting department, and issuance of Form I-94 of OIPS. Confirmation of English ability and academic degree is required prior to admission.

A monthly administrative fee commensurate with the current costs of a regularly enrolled international graduate student will be required unless waived by the department. Visitors will be assessed a one-time charge of $150* by OIPS. The accident insurance and the established University health fee also are required.

Services provided by OIPS include assisting the visitor with INS requirements; ensuring that visitors obtain insurance; serving as a liaison on program objectives among program agency sponsors, academic departments and the visitor; and providing updated progress reports when requested.

Residence

Residence is a necessary concept in graduate education, particularly in the preparation of the dissertation. The purpose of residence is to require the student to spend a specified minimum amount of time as follows:

1. in direct personal association with members of the faculty of the University;
2. under direct tutelage and advisement of a research advisor and advisory committee in the department or program of the major; and
3. participating in other normal activities pertinent to graduate education such as seminars and close association with other student researchers.

To receive the Doctor of Philosophy degree, the student must complete at least 15 semester hours of graduate credit including research credit hours (991) on the Clemson University campus in a continuous 12-month period.

For students employed substantially more than half time, a statement specifying the manner in which the residence requirement is to be satisfied shall be formulated by the advisory committee and be included in the graduate degree curriculum. Also, upon completion of the final examination, the student's committee will forward to the Graduate School a statement approved by the department head and college dean certifying that residence requirements have been met.

Off-campus Research

Under special circumstances, it may appear desirable that doctoral research be conducted away from the Clemson University campus. If such research is to be performed under the immediate direction of a Clemson University faculty member acting as dissertation advisor and supervisor, then in order to accommodate the student as well as to exercise proper and necessary control over this most important phase of doctoral study, the following additional requirements will be made:

1. Written Consent and Research Plan. The student must have the written consent of his or her dissertation advisor, full advisory committee, department head, college dean and the graduate dean. Prior to departure from campus, the student must submit a written plan for his or her research effort to the advisory committee for approval. The plan should include a discussion of the problem and intended scope of the investigation, and should be structured in terms of a specific time frame.

2. Statement from Organization where Research Will Be Conducted. The advisory committee may require a statement from an appropriate officer of the organization at which the student will be located agreeing to (a) the student's plan to complete dissertation research using the organization's equipment and facilities; (b) the apportioning of at least 25 percent

* Subject to change.
The Scholastics Policy Committee met with Farrell Brown regarding the circumstances of a student who, appeared to have been given an exception to her visitor status while doing research here. These exceptions are being used to accept her into the PHD program. Upon Dr. Brown's recommendation, the committee has made the following suggestions for changes in the graduate announcements:

#1 third line after Clemson University, insert: Formal pursuit of course work is not permitted.

#2 first line, scratch concept and insert: requirement, without exception, in graduate education,

#3 change from second sentence forward: Such research must be under the immediate direction of a Clemson University faculty member acting as dissertation advisor and supervisor. In order to accommodate the student as well as to exercise proper and necessary control over this most important phase of doctoral study, the following additional requirements must be made

#4 Exceptions to the above can only be made with the written consent of the student's dissertation advisor, full advisory committee, department chair, college dean and the graduate dean.
or other appropriate amount of the student's employment hours to dissertation research; and (c) the organization's release of patent rights or copyrights arising from discoveries or concepts that evolve during the course of the student's doctoral research.

3. Travel. The student may be required to travel to Clemson University, not at the expense of Clemson University, to meet with the dissertation advisor and advisory committee as often as is deemed necessary by the committee. Further, the student may, at the discretion of the dissertation advisor and advisory committee, be required to return to the Clemson campus subsequent to the performance of the mechanics of the research for the purpose of comprehensive review and analysis of the research.

4. Continuous Enrollment. The student must maintain continuous enrollment at Clemson University each semester while the research is in progress. It will be the student's responsibility to make suitable arrangements with the department to maintain this continuous registration. Normally the student will not be required to register for summer sessions; however, he or she must be registered for the term that involves the review of the completed dissertation and/or the final examination.

5. Supervision and Reports. When doctoral research is conducted away from the Clemson campus and under the immediate direction of a dissertation supervisor who is employed by an organization other than Clemson University, in order to accommodate the student, as well as to exercise proper and necessary control over this important phase of doctoral study, the following requirements must be met:

(a) An employee, having earned a Ph.D. and being engaged in the general subject area of the student's research, must be designated by an officer of the organization to supervise the student's research work.

(b) The employee must be recommended to the provost by the appropriate college dean for appointment as an adjunct professor of Clemson University.

(c) A resume of the research supervisor must be submitted to the student's full advisory committee for its review and recommendation to the graduate dean.

(d) The research supervisor must submit a final statement regarding the dissertation research, as well as interim reports if the committee deems such as necessary.

(e) The off-campus research supervisor cannot serve as the student's major advisor.

Comprehensive Examinations before Admission to Candidacy

Prior to taking the comprehensive examination before admission to candidacy, the doctoral student must have selected an advisory committee and filed an approved graduate degree curriculum (Form GS2) with the Graduate School.

Satisfactory completion of the comprehensive examination must occur no less than six months and no more than five years prior to the date of graduation. For examinations consisting of several parts (for example, a written plus an oral, or a written in cumulative format), the date of completion will coincide with the date of the last examination activity. However, the time span from the beginning to the end of the examination must not exceed twelve months, and failure of any portion that negates further examining will be reported as a failure of the examination. In the event that the completion date falls within a semester or session but all degree requirements have been met in a five-year period following the completion date, the student may receive the degree at the ensuing graduation ceremony.

A comprehensive examination is attempted only at the recommendation of the student's advisory committee after completion of most of the required course work. The function of the examination, which may be written or a combination of written and oral, is to obtain objective evidence of an adequate intellectual mastery of the areas of the major and minor
Faculty Senate Welfare Committee

September 17, 1996

Attending: Robert Campbell; Kathy Neal Headley, Chair; Clint Isbell; Frank Tainter, Jerry Walker

The following issues received the committee’s attention:

(1) Faculty Survey
Ron Thurston and Kathy Headley met with Provost Rogers to discuss the faculty survey of important issues on campus. Rich Poling has drafted a cover letter for the survey and is in final preparations for distribution. Additional notification will appear through Inside Clemson and campus e-mail.

(2) Salary Data
Robert Campbell and Pat Smith await delivery of salary data in order to begin analyses. In addition to the annual format of summary information, a request was made to compare salary data of faculty who were hired approximately 10 years ago (prior to budget concerns during the last several years) with salary levels for recent hirings.

(3) Service/Faculty
The issue of service as addressed in the Faculty Manual was a third item of discussion. Questions posed were “What are expectations for faculty committee loads? For major University committee work, how are faculty compensated? During summers, several committees meet without faculty compensation during unpaid leave; is there any adjustment for this? How is committee work applied to administrators’ workload? In regards to committee assignments, what are administrators paid for that faculty do without compensation? Are teaching reductions appropriate at the expense of the department?” Teaching reductions for large amounts of University committee work put undue demand on departmental resources. The Welfare Committee will review section VII of the Faculty Manual for possible revisions.

Next meeting: Tuesday, October 15, 3:30pm, Conference Room, Tillman 102
Clemson University
Comparative Actual Expenditure Summary
(000) Omitted

<table>
<thead>
<tr>
<th>Faculty Salary &amp; Benefits</th>
<th>93/94</th>
<th>% SB</th>
<th>94/95</th>
<th>% SB</th>
<th>95/96</th>
<th>% SB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76,735</td>
<td></td>
<td>81,586</td>
<td></td>
<td>86,207</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overhead:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>20,542</td>
<td>26.8</td>
<td>22,989</td>
<td>28.2</td>
<td>19,910</td>
<td>23.1</td>
</tr>
<tr>
<td>Level 2</td>
<td>19,168</td>
<td>25.0</td>
<td>18,063</td>
<td>22.1</td>
<td>13,904</td>
<td>16.1</td>
</tr>
<tr>
<td>Level 3</td>
<td>24,928</td>
<td>32.5</td>
<td>25,609</td>
<td>31.4</td>
<td>26,045</td>
<td>30.2</td>
</tr>
<tr>
<td>Level 4</td>
<td>25,225</td>
<td>32.9</td>
<td>23,745</td>
<td>29.1</td>
<td>25,460</td>
<td>29.5</td>
</tr>
<tr>
<td>Level 5</td>
<td>28,926</td>
<td>37.7</td>
<td>29,137</td>
<td>35.7</td>
<td>29,832</td>
<td>34.6</td>
</tr>
<tr>
<td>Level 6</td>
<td>10,543</td>
<td>13.7</td>
<td>10,289</td>
<td>12.6</td>
<td>10,946</td>
<td>12.7</td>
</tr>
<tr>
<td>Level 7</td>
<td>6,579</td>
<td>8.6</td>
<td>6,921</td>
<td>8.4</td>
<td>7,000</td>
<td>8.1</td>
</tr>
</tbody>
</table>

| Total Overhead             | $135,911 | 177.2 | $136,753 | 167.5 | $133,097 | 154.3 |

| Grand Total                | $212,646 | 218,339 | 219,304 |

Narrative:
- Level 1 overhead includes travel, supplies, and miscellaneous charges
- Level 2 overhead includes departmental administration
- Level 3 overhead includes library, computers, and deans' offices
- Level 4 overhead includes operations and maintenance
- Level 5 overhead includes president's office, finance, personnel,
Questions to ponder upon:
1. Has restructuring saved this university any money? If so, where is it?

2. Is the current system of financial reporting responsive to internal needs of this university?
3. Should we know about the hidden perks in the Foundation account?
4. Should we be tracking faculty versus administration cost on a college by college basis?
5. Should we attempt to find comparative data from other institutions?
6. Should we isolate teaching, research, and service costs in a meaningful fashion?
7. Do we need a breakdown for Library, Computer services, and Deans’ offices?
8. Should we know what is buried in the Supply account?
9. Is it time for a new financial system for this University?
PARKING SERVICES
FY95-96 BUDGET

- FACILITY MAINT. ($162,370.00)
- FACILITY CONST. ($80,500.00)
- PERMIT SALES ($54,500.00)
- ENFORCEMENT ($288,000.00)
- SHUTTLE OPS ($303,000.00)
- ADMINISTRATION ($439,665.00)
PARKING SERVICES
OPERATIONS BUDGET FY 95-96

G&A CHARGES
$33,500

RENT & UTILITIES
$19,445

EQUIPMENT
$5,000

SUPPLIES
$21,084

COMPUTER SERVICES
$198,086

SALARY & FRINGE
$260,050

TRAVEL
$2,500
Parking Services

FY 95-96 Parking Permit Sales
through 05/29/96

<table>
<thead>
<tr>
<th>Permit Type</th>
<th>Students</th>
<th>Employees</th>
<th>Vendors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>permits</td>
<td>revenue</td>
<td>permits</td>
</tr>
<tr>
<td>Annual permits</td>
<td>11,169</td>
<td>$441,666</td>
<td>3,666</td>
</tr>
<tr>
<td>Additional Vehicle permits</td>
<td>1,396</td>
<td>$8,418</td>
<td>1,661</td>
</tr>
<tr>
<td>Exchange, replace, substitute</td>
<td>1,381</td>
<td>$2,582</td>
<td>796</td>
</tr>
<tr>
<td>Short term permits</td>
<td>480</td>
<td>$8,264</td>
<td>145</td>
</tr>
<tr>
<td>Totals</td>
<td>14,426</td>
<td>$461,030</td>
<td>6,258</td>
</tr>
<tr>
<td>Percentages</td>
<td>68.32%</td>
<td>72.55%</td>
<td>29.68%</td>
</tr>
<tr>
<td>Motorcycle permits</td>
<td>201</td>
<td>$3,333</td>
<td></td>
</tr>
<tr>
<td>Guest &amp; Construction Workers</td>
<td>32,629</td>
<td>no charge</td>
<td></td>
</tr>
<tr>
<td>Gross Permit Sales</td>
<td>53,946</td>
<td>$638,797</td>
<td></td>
</tr>
<tr>
<td>Refunds</td>
<td></td>
<td>($1,888)</td>
<td></td>
</tr>
<tr>
<td>Net Permit Sales</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Parking Services

## Parking Space Allocation

<table>
<thead>
<tr>
<th>Zone</th>
<th>Lot Spaces</th>
<th>Street Spaces</th>
<th>Total Spaces</th>
<th>Percent of Total Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>1,728</td>
<td>1,103</td>
<td>2,831</td>
<td>23%</td>
</tr>
<tr>
<td><em>Commuter</em></td>
<td>2,815</td>
<td>389</td>
<td>3,204</td>
<td>26%</td>
</tr>
<tr>
<td><em>Resident</em></td>
<td>2,949</td>
<td>0</td>
<td>2,949</td>
<td>24%</td>
</tr>
<tr>
<td><em>Apartment</em></td>
<td>51</td>
<td>627</td>
<td>678</td>
<td>5%</td>
</tr>
<tr>
<td><em>Clemson House</em></td>
<td>17</td>
<td>209</td>
<td>226</td>
<td>2%</td>
</tr>
<tr>
<td><em>Douthit Hills</em></td>
<td>0</td>
<td>180</td>
<td>180</td>
<td>1%</td>
</tr>
<tr>
<td>Visitor</td>
<td>35</td>
<td>173</td>
<td>208</td>
<td>2%</td>
</tr>
<tr>
<td>Service</td>
<td>46</td>
<td>99</td>
<td>145</td>
<td>1%</td>
</tr>
<tr>
<td><em>ADA Accessible</em></td>
<td>63</td>
<td>55</td>
<td>118</td>
<td>1%</td>
</tr>
<tr>
<td><em>Timed</em></td>
<td>110</td>
<td>283</td>
<td>393</td>
<td>3%</td>
</tr>
<tr>
<td><em>Motorcycle</em></td>
<td>54</td>
<td>141</td>
<td>195</td>
<td>2%</td>
</tr>
<tr>
<td>Reserved</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>0.05%</td>
</tr>
<tr>
<td><em>Any Valid Permit</em></td>
<td>871</td>
<td>93</td>
<td>964</td>
<td>8%</td>
</tr>
<tr>
<td><em>Not Designated</em></td>
<td>173</td>
<td>125</td>
<td>298</td>
<td>2%</td>
</tr>
<tr>
<td>Total All Zones</td>
<td>8,914</td>
<td>3,481</td>
<td>12,395</td>
<td>100%</td>
</tr>
<tr>
<td>Total Available to Students</td>
<td>7,103</td>
<td>2,102</td>
<td>9,205</td>
<td>74%</td>
</tr>
</tbody>
</table>

## Parking Space Inventory by Zone

![Parking Space Inventory by Zone](chart.png)
### Parking Services Revenue

dollar amounts in thousands

<table>
<thead>
<tr>
<th></th>
<th>Actual FY 92-93</th>
<th>Actual FY 93-94</th>
<th>Actual FY 94-95</th>
<th>Projected FY 95-96</th>
<th>Projected FY 96-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permit Revenue</td>
<td>$423</td>
<td>$4041</td>
<td>$582</td>
<td>$642</td>
<td>$702</td>
</tr>
<tr>
<td>Citation Revenue</td>
<td>$422</td>
<td>$510</td>
<td>$577</td>
<td>$600</td>
<td>$630</td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>$6</td>
<td>$18</td>
<td>$51</td>
<td>$50</td>
<td>$87</td>
</tr>
<tr>
<td>Contract Towing Fees</td>
<td>-</td>
<td>$11</td>
<td>$15</td>
<td>$26</td>
<td>$15</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$1,051</strong></td>
<td><strong>$1,043</strong></td>
<td><strong>$1,225</strong></td>
<td><strong>$1,328</strong></td>
<td><strong>$1,434</strong></td>
</tr>
</tbody>
</table>

### History of Parking Permit Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>flat rate</td>
<td>gross salary range</td>
</tr>
<tr>
<td></td>
<td>flat rate</td>
<td>up to $30,000.00</td>
</tr>
<tr>
<td></td>
<td>flat rate</td>
<td>no charge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Flat rate</th>
<th>Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>flat rate</td>
<td></td>
<td>gross salary range</td>
</tr>
<tr>
<td></td>
<td>flat rate</td>
<td>up to $20,000.00</td>
<td>$20,000.01 to $30,000.00</td>
</tr>
<tr>
<td></td>
<td>flat rate</td>
<td>no charge</td>
<td>no charge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Flat rate</th>
<th>Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>flat rate</td>
<td></td>
<td>gross salary range</td>
</tr>
<tr>
<td></td>
<td>flat rate</td>
<td>up to $30,000.00</td>
<td>$30,000.01 to $50,000.00</td>
</tr>
<tr>
<td></td>
<td>flat rate</td>
<td>no charge</td>
<td>no charge</td>
</tr>
</tbody>
</table>

### Notes

- **Parking Services Revenue**
  - Dollar amounts in thousands
  - Table showing actual and projected revenue for the years FY 92-93 to FY 96-97.

- **History of Parking Permit Fees**
  - Table showing the history of parking permit fees for the years FY 86-87 to FY 96-97 for students, faculty and staff, and vendors and guests.
1. **Call to Order.** President Ronald J. Thurston called the meeting to order at 3:36 p.m.

2. **Approval of Minutes.** The Faculty Senate Minutes of November 12, 1996 were approved as written.

3. **Announcements.** President Thurston announced that R. Lawrence LaForge, Professor of Management, was selected by the Faculty Senate as the 1996 recipient of the Class of '39 Award for Excellence. The Faculty Senate was informed that the reason for a second vote was due to the fact that total votes for the final three nominees were very close. Therefore, the officers of the Class of '39 directed the Faculty Senate to hold a second vote.

President Thurston noted that Faculty Senate meetings will be held at the Madren Center during the next year and thanked Gary Ransdell, Vice President for Administration and Advancement, for making such provision.

4. **Committee Reports**

   a. **Committee Reports**

      **Policy Committee.** Senator Pat Smart noted that this Committee met on November 19, 1996 and will meet again on January 17th, 1997.

      **Research Committee.** Senator Tom Jenkins submitted and briefly explained this Committee’s Report (Attachment A).

      **Scholastic Policies Committee.** Senator Syd Cross stated that this Committee decided to meet with the authors of the Grade Inflation Report and Stan Smith to look at conclusions and possibly submit additional conclusions. This Committee will meet again on January 15, 1997.

      **Welfare Committee.** Senator Kathy Neal Headley submitted the Report from the Welfare Committee (Attachment B). Senate Alternate Robert Campbell noted concerns regarding delays in receiving salary information, and presented preliminary findings noting that there have been definite restraints compared with the last few years. Dr. Campbell commended President Curris, but stated that there continues to be a major disparity of administration salaries compared with faculty salaries. Provost Steffen H. Rogers informed the Senate that the delay of receipt of salary information was because he had asked the deans to provide comments to explain any raises above five (5%) percent.
Finance Committee. Senator Roger Doost submitted and discussed the Finance Committee Report (Attachment C) noting that the Finance Committee has been working with the Welfare Committee and the newly-established Budget Accountability Committee. Discussion of salary increases for faculty and classified staff was held during which Scott Ludlow, Chief Financial Officer, provided an explanation of the availability of salary money. Former Faculty Senator James Davis, Professor of Accountancy, presented an overview of savings from restructuring and briefly discussed "Questions to Ponder" (Attachment D). R. Gordon Halfacre, Former Faculty Senate President and Alumni Distinguished Professor of Horticulture, provided a presentation regarding the total value of total faculty benefits and salaries. Faculty Senator, Michael Morris submitted and briefly discussed information regarding the growth in categories of administrators, faculty, staff, and students at Clemson University (Attachment E).

b. University Commissions and Committees (None)

c. NCAA Self-Study Report - Senator Kenneth R. Murr submitted the Faculty Senate Summary of the NCAA Self-Study Report (Attachment F). Especially highlighted were two recommendations: by the Academic Integrity Subcommittee to have the enrichment program report to the Provost, and by the Governance Rules and Compliance Subcommittee to make the Athletic Council more of a policy-making and review body.

5. President's Report. President Thurston provided a Draft Mission Statement (Attachment G) proposed by President Curris to the senators, and requested that feedback be forwarded to him which he will present to the President.

6. Old Business None

7. New Business

a. Senator Smart submitted three Faculty Manual changes for consideration by the Senate concerning the role of the college dean in personnel matters, Library representation on the Academic Council, and representing the Graduate School in the Faculty Manual. Each was explained, votes were taken on individual proposed changes, and each passed unanimously (Attachments H, I, and J, respectively).

b. Four resolutions were submitted for consideration by Senator Doost for the Finance Committee, in consultation with the Welfare and Budget Accountability Committees, and each resolution was addressed individually.

Motion was made by Senator Huffman to hold a secret ballot for the Resolution Concerning the Alleged Savings from Restructuring which was seconded. Vote to hold secret ballot was taken and passed. Following several amendments which were accepted by the Senate, a secret ballot vote to accept amended resolution was taken, counted, and passed (FS96-10-1 P) (Attachment K).

An amendment was offered to the Resolution on Annual Financial Reporting to Faculty and was accepted by the Senate. Vote was taken on amended resolution and passed unanimously (FS96-10-2 P) (Attachment L).

The Resolution Regarding Disparity Between Administrators and Faculty Pay was amended. Vote to accept amended resolution was held and passed unanimously (FS96-10-3 P) (Attachment M).
The Resolution for a Performance-Based Raise Formula was submitted for consideration and discussion was held. Senator Huffman moved to postpone resolution indefinitely which was seconded. Vote was taken and failed. Senator Murr moved to remand resolution back to Finance Committee for revision to specifically look at giving raises on an even basis with faculty, and motion was seconded. Vote to send resolution back to Committee was taken and passed unanimously (Attachment N).

c. Results of the Secret Ballot Vote on the Resolution Concerning the Alleged Savings from Restructuring were disclosed to the Faculty Senate: 27-3 in favor of the resolution.

8. Adjournment. President Thurston adjourned the meeting at 6:00 p.m.

Kathy Neal Headley
Kathy Neal Headley, Secretary

Cathy Toth Sturkie
Cathy Toth Sturkie, Administrative Assistant

Minutes
Faculty Senate Research Committee
December 4, 1996

Members present: Jenkins, Linvill, and Skipper

Discussions continued about the 25 cent on the dollar research incentive, with questions aimed primarily at how the money is utilized at the College level. Senator Linvill agreed to draft a memo to College Deans and appropriate Directors requesting an account of the amount of incentive money received by their units and how it is spent. Jenkins read President Curris' response at a brown-bag lunch reported in the November 29 Inside Clemson stating that Clemson has been committing resources to research through the 25-cent match.

Jenkins updated the Committee on continuing discussions on administration of Environmental Health and Safety (EHS). Jenkins and members of the IBC met with Provost Rogers in November to express concerns about limiting the role of FM&O in administration of EHS. The recommendation was made to establish separate research and service arms of EHS with equal authority that report to VP Ransdall, and have lines of communication with the Provost and academics.

The University is developing an official policy governing access and retention of research records as recommended by an August 1996 inspection report issued by NSF's South Carolina Experimental Program to Stimulate Competitive Research. A first draft of the policy is being developed by Bill Geer in Sponsored Programs. He has agreed to seek input and critique of this proposed policy from the Faculty Senate Research Committee.

Submitted by,
Tom Jenkins, Chair
Faculty Senate Welfare Committee

November 19, 1996

Attending: Robert Campbell, Kathy Neal Headley, Chair; Pat Smith, Gerry Walker

The following issues are in process:

(1) Faculty Survey
   Responses are being compiled. When completed, a summary will be published.

(2) Salary Data
   A copy of the institutional report (over $50,000 salary report) has been mailed to department chairs. An e-mail notice will be sent to faculty.
   Dave Fleming has agreed to prepare a report in the format requested by the Faculty Senate. This format will permit comparisons across previous years.
   Robert Campbell and Pat Smith will conduct additional analyses for a later report. This report will include comparisons by departments with benchmark institutions and southeast regional institutions.—Highlights/summary will be published.

The following issues will be addressed after salary and survey reports are completed:

(3) Faculty Service
(4) Status of Women Resolution
(5) Faculty incentives at other universities
(6) Faculty sick leave
Report to the Senate
Status of Our Requests
Search for Better Accountability for Clemson University

During the course of the past several years, the Assessment Committee in the early 1990's and the Faculty Senate in the past few years have attempted to get the cooperation of the Budget & Finance Office to enhance accountability and better visibility of expenditures. The Budget & Finance Office has cooperated in provision of raw data but has resisted the idea of providing better accountability to the Faculty constituents.

In early October 1996, the new CFO, Mr. Scott Ludlow, was invited to a session of the Finance Committee in order to discuss some of such suggestions and recommendations. Instead, he preferred to talk in generalities and about his vision.

Then, I was asked to go to his office and discuss the issues with him on a private basis. His secretary informed me the day before the meeting that he wanted the presence of his Controller and his Budget Director in the scheduled meeting. I indicated that I would be happy to meet with all of them. In the meeting, they objected that such a report will not be comparative to other institutions and that they have limited staff. I pointed out that a) this is initially for internal reporting, b) comparison will be between the current year and prior years, c) what is wrong with being a pioneer and have others eventually emulate us, and d) this is the work of one accounting graduate assistant that I will be happy to provide if needed. I further indicated and sent e-mails to all the three gentlemen if they would kindly review carefully these suggestions, criticize, modify, and tear them apart in any way they could before we meet again. I sent follow-up e-mails to remind them that we were still waiting.

On November 19, 1996, Ron Thurston and I were called to the Provost’s office for a meeting and discussion with the Provost, his financial assistant, Brett Dalton, and Scott Ludlow, CFO. Similar questions and
concerns were raised, and similar answers were provided. The CFO considered the language used in my communication offensive to which I was happy to provide an apology with the notation that our criticism of the current financial system is no reflection on him rather we seek his expertise and constructive suggestions. It was pointed out that the Senate is seeking better accountability to the Faculty in financial reporting. I further suggested that under the current system responsibilities are not clearly identified. We are seeking a responsibility accounting system that keeps administrators accountable for their actions, the same way that Faculty is expected to be accountable for their work.

The Provost suggested formation of another committee to study the work of Finance committee. He further considered the statement that the university overhead is over 200% of faculty salaries a provocative statement as the term overhead may be construed to be all administrative whereas, a lot of costs are student and faculty related. We are happy to change the word overhead to “other than faculty salary and benefits”. Understandably a lot of costs are related to our teaching and research activities. The CFO further asked, what level of administrative support does one think is satisfactory? What percentage is a good percentage? And concluded that no one may be satisfied unless the percentage is zero. I further pointed out to the CFO that this is perhaps the best time to start anew because he had nothing to do with the previous system.

I am also happy to report that in pursuance of the recommendation of the Provost and with the approval of the President of the Faculty Senate, a committee composed of myself and a past president and Chair of Welfare Committee, Dr. Gordon Halfacre, and the previous Chair of Finance Committee of the Faculty Senate, Dr. Jim Davis (Committee on University Accountability), was formed and we explored these general issues and recommendations.

The Finance Committee subsequently met jointly with several members and Chair of the Welfare Committee and approved the committee's
recommendations and initiated the resolutions that are hereby submitted for your consideration.

Discussion:
* From the Faculty's perspective, the current system of reporting is confusing and unclear.
* The Faculty was never satisfied where the millions of dollars of savings from restructuring are. The financial data do not support such a claim.
* Breakdown between teaching, research, and public service is not in line with what actually takes place.
* There is no clear breakdown between faculty salaries, administrator salaries, and other direct and indirect costs.

Some basic numbers for reflection: (data based on 1996 fiscal year)
Based on the tape provided by the Budget Office.

- Total faculty salary and benefits (inclusive of instructors and graduate assistants) $70 million
- Total administrators' salary and benefits 72 million
- All other costs (supplies, travel, equipment, etc.) 74 million
- Subtotal 216 million
- Extension 67 million
- Auxiliary Enterprises (net) 44 million 111 million
- Total costs 327 million
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>%</th>
<th>% @</th>
</tr>
</thead>
<tbody>
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<td>Faculty salary and benefits (includes instructors)</td>
<td>$70,019</td>
<td>100.0%</td>
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<td>Other salaries</td>
<td>11,567</td>
<td>16.5%</td>
<td>5.4</td>
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<tr>
<td>Travel, supplies, miscellaneous</td>
<td>19,910</td>
<td>28.4</td>
<td>9.2</td>
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<tr>
<td>Equipment</td>
<td>7,326</td>
<td>10.5</td>
<td>3.4</td>
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<tr>
<td>Department heads</td>
<td>18,525*</td>
<td>26.5</td>
<td>8.6</td>
</tr>
<tr>
<td>Scholarships &amp; Fellowships</td>
<td>10,946</td>
<td>15.6</td>
<td>5.0</td>
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<tr>
<td>Library, Computers, and Deans Offices</td>
<td>26,045</td>
<td>37.2</td>
<td>12.0</td>
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<tr>
<td>Operations &amp; Maintenance</td>
<td>25,460</td>
<td>36.4</td>
<td>11.8</td>
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<tr>
<td>President's office, Finance, Personnel, Stu. S</td>
<td>29,832</td>
<td>42.6</td>
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<tr>
<td>Debt service costs</td>
<td>7,000</td>
<td>10.0</td>
<td>3.2</td>
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<tr>
<td>Adjustments</td>
<td>(10,472)</td>
<td>-15.0</td>
<td>-4.8</td>
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<tr>
<td>Total university charges besides faculty pay</td>
<td>$146,139</td>
<td>208.7%</td>
<td>69.1</td>
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<tr>
<td>Total salaries, benefit and overhead</td>
<td>216,158</td>
<td>100.0%</td>
<td></td>
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<tr>
<td>Extension costs</td>
<td>66,967</td>
<td></td>
<td></td>
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<tr>
<td>Auxiliary enterprises (net)</td>
<td>43,841</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand total</td>
<td>326,966</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# - Overhead is shown as a percent of faculty salary and benefits
@ - Overhead is shown as a percent of total charges in this column.
* - Departmental overhead is increased by the amount which appears to have been arbitrarily shifted from administration account to faculty salary account.
& - This amount is estimated.
Questions to ponder upon:
1. Has restructuring saved this university any money? If so, where is it?

2. Is the current system of financial reporting responsive to internal needs of this university?
3. Should we know about the hidden perks in the Foundation account?
4. Should we be tracking faculty versus administration cost on a college by college basis?
5. Should we attempt to find comparative data from other institutions?
6. Should we isolate teaching, research, and service costs in a meaningful fashion?
7. Do we need a breakdown for Library, Computer services, and Deans' offices?
8. Should we know what is buried in the Supply account?
9. Is it time for a new financial system for this University?
Admin & Staff to Faculty

Total Administrators and Staff to Total Faculty

- Admin & Staff
- Faculty

## Admin Growth 4.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Administration</th>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
<th>Ratio of Faculty to Students</th>
<th>Percent Increase</th>
<th>Percent Increase (Sorted)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>144</td>
<td>144</td>
<td>204</td>
<td>222</td>
<td>283</td>
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<td></td>
<td>859</td>
<td>887</td>
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<td>883</td>
<td>946</td>
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<td>1,133</td>
<td>1,250</td>
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<td></td>
<td>10,602</td>
<td>11,959</td>
<td>12,781</td>
<td>14,251</td>
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<td>12</td>
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<td>16</td>
<td>16</td>
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<tr>
<td></td>
<td>0%</td>
<td>42%</td>
<td>54%</td>
<td>97%</td>
<td>128%</td>
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<tr>
<td></td>
<td>3%</td>
<td>9%</td>
<td>3%</td>
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<td>10%</td>
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<td>23%</td>
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<td>42%</td>
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<td>-1%</td>
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</table>
President Thurston asked me, as the Senate's representative to the Athletic Council, to create a committee to look at the NCAA Self Study of the Athletic Program at Clemson. I recruited Senator Doost for the section Fiscal Responsibility, Senator Smart for Academic Integrity, Isaac Wallace for Commitment of Equity and myself, Kenneth Murr, for Governance Rules and Compliance.

The complete Self Study report is available in the Cooper Library Reserve Room. Summaries of each section are given below.

**Fiscal Responsibility**

The list and methods of control seem impressive. The action on the following recommendations of the internal auditors (improving procedures for timely reconciliation of ticket sales, reviewing and updating of policy for distribution of complimentary tickets, and developing written operating procedures for ticket office personnel) should be reviewed since the self study reports no corrective action taken. A major recommendation was:

1. A written policy and contingency plan should be developed to specify how Clemson will resolve a financial deficit that may result from the operation to the athletic program.

**Academic Integrity**

The athletic program at Clemson is in substantial conformity with the guidelines established by the NCAA. The Student Athlete Enrichment Program (SAEP) provides services that are more than adequate to meet NCAA requirements. The some of the recommendations that were made.

1. Organizational change that would include a reporting relationship from the director of the SAEP to the Provost which would reflect a closer tie between the academic support facility and the academic realm of the university.
2. Formal evaluation to be conducted concerning graduation rates and academic performance of student-athletes since the creation of the SAEP.
3. The institution should state a specific set of goals for graduation of students generally and the graduation of student-athletes.
4. The formulation and implementation of a screening committee that would look at all student-athletes early in the recruitment process to ensure their academic success while enrolled at Clemson.
Commitment To Equity

Overall the university is doing a good job in its commitment for promoting equity for student athletes. Clemson University Student Athletic Enrichment Program (SAEP) serves as a model for addressing and assisting concerns of athletes in the following areas: education, student welfare, gender issues, and other related concerns.

However, the University should continue to provide the maximum number and amount of athletics scholarships permitted by NCAA legislations for the women’s intercollegiate sports sponsored by the institution and establish per diem allowance of $24 per day for all athletes. Additionally, the salaries of coaches for women’s sports in comparison to the compensation packages received by coaches for men’s sports should be reviewed; develop programs to attract women to participate in IPTAY activities and include their representation on the IPTAY Board.

A second area where of improvement was indicated in the hiring and recruiting of minority personnel and the recruiting of minority student-athletes on other major sports such as tennis, golf, swimming, and etc. It was noted that the university is committed to the letter and spirit of the University’s affirmative action hiring procedures and this is highlighted in Clemson University’s commitment to equity.

Governance Rules and Compliance

The self study report states that Clemson has made a major commitment to be in compliance with NCAA requirements and that the Athletics Department is attempting to follow not only the letter but the spirit of the Rules. The following are some of the recommendations that were made.

1. A revised and updated Mission statement should be prepared and widely distributed. Emphasis should be given to providing equitable opportunity for all students.

2. The Athletic Council should be used more in establishing and reviewing policy, and evaluating the success of of carrying out the stated mission.

3. Compliance with NCAA rules should be an important component in the annual evaluation of personnel in the athletics department. As should adherence to the missions of the university and the department. The faculty athletics representative and the compliance director should provide input.

4. A separate section of the departmental policy and procedures manual should be devoted to compliance, with a strong statement of commitment. A separate more complete compliance manual should be developed.
MISSION STATEMENT

The mission of Clemson University is to fulfill the covenant between its founder and the people of South Carolina to establish a "high seminary of learning" through its land-grant responsibilities of teaching, research and extended public service.

These responsibilities are fulfilled through a broad array of baccalaureate programs, graduate offerings responsive to the professions, and doctoral and research programs reflecting land-grant traditions and contributing to the economic future of South Carolina and the nation.

Public service extends educational programs and research findings to all citizens utilizing personal consultation, information technology, educational and research centers, and extension offices throughout the state.

VISION

We envision Clemson as a national university, known as a university of choice for students and faculty, respected for the quality and distinctiveness of its educational, research and public service programs, and admired for the accomplishments and loyalty of its graduates.
To: Policy Committee Chair Patricia T. Smart  
From: Robert A. Waller  
Re: Role of the College Dean in Personnel Matters

At the suggestion of Provost Rogers, I am writing to direct your committee’s attention to an area of the August 1996 Faculty Manual which requires attention. The paragraph on the role of the College Dean in personnel matters concerning with reappointment, tenure, and promotion (Part IV., Section D., p. 24) needs review and revision.

The present Manual provides that "The dean reviews the complete file and renders a separate recommendation. If the dean agrees with concurring recommendations of the peer review committee and the chair or director, he/she may simply indicate this and sign the request for personnel action form. Otherwise, the dean shall write a recommendation which includes a rationale." The legislative history of this departure from previous practice appears to have been an effort to reduce paperwork in the College Office and the amount of reading matter in Sikes Hall.

Upon reflection, however, it seems that the use of the permissive word "may" in line three provides an administrative environment fraught with potential difficulties. In the academic world, there is no more important decision to the individual faculty member and to the higher education institution than those which affect teaching permanence and professional recognition. The Clemson review system at the level of the Provost and the President does not provide for a panel of collegewide peer reviews. Thus, those personnel decisions rest upon the shoulders of single individuals. Therefore, it is incumbent upon the institutional procedures to provide the maximum of information and perspective concerning these personnel recommendations (including the dean), whether positive or negative, before a final determination is made.

Therefore, it seems appropriate to suggest to the Policy Committee the following:

A) Retain the opening sentence of that paragraph, but then

B) Delete sentences two and three, revising them to read:

"He/she indicates a recommendation on the request for personnel action form and writes a recommendation which includes a rationale for supporting or opposing the personnel recommendations from the peer committee, department chair, or school director. The dean’s recommendation shall be discussed with the department chair/school director and peer review committee prior to being shared in toto with the faculty member being reviewed and then forwarded to the Provost along with all the supporting documentation."

Such a procedure would be consistent with the best academic practice and would essentially return to previous local procedures (1991 Faculty Manual, p. 25).

C.C.: President Deno Currie, State President Ron Thurston  
Provost Stef Rogers, Betty Moore and Cathy Sturkie
To: Professor Patricia T. Smart, Chair  
Faculty Senate Policy Committee  

From: Robert A. Waller, Editorial Consultant for the  
Faculty Manual  

Re: Another Try at Library Representation on the Academic Council  

You and your committee members will recall that at the October 8th Faculty Senate meeting an attempt was made to respond instantly to Provost Rogers' oral request that the members of the Library Faculty be assured representation on the Academic Council (page 9). Without benefit of any paper trail, I endeavored to expedite the review process by crafting language which I thought would reflect the Senate's sentiments. That effort was represented in my report of October 9th to Provost Rogers (a copy of which you received).

Unbeknownst to me, Dean Barker about the same time was issuing on behalf of an ad hoc committee a report which made the recommendation to add the Library for specific inclusion on the Academic Council. Additionally, what I didn't know was the accompanying expectation that the Library would be severed from inclusion under the College of Health, Education, and Human Development. Provost Rogers was expecting both features to be reflected in the report of the Faculty Senate's actions.

In order to make a fresh approach, I suggest that your committee consider the following three actions in order to reflect the changes necessary in the August 1996 Faculty Manual:

1) In Part VI, Subsection B (page 39) under "Voting" cause the second entry to read: "Two faculty from each college and the Library: the collegiate dean and the Dean of Libraries and one faculty member elected for a staggered three-year term."

2) Delete the next sentence which reads: "Library faculty shall, for this and all other Committees, except as noted, be considered members of the College of Health, Education, and Human Development."

3) At the last entry of the voting membership, delete mention of the "Dean of Libraries" because the person in that position is now included under provision 1.

I believe these actions represent what the Provost was asking us to do at the October 8th meeting.

c.c.: Provost Steffen Rogers  
Dean Jim Barker  
Dean Harold Cheatham  
Librarian Joe Boykin  
Faculty Senate President Ron Thurston  
Policy Committee Members  
Mesdames Betty Moore and Cathy Sturkie
To: Professor Patricia T. Smart, Chair  
Faculty Senate Policy Committee

From: Robert A. Waller, Editorial Consultant for the  
Faculty Manual

Re: Representing the Graduate School in the Faculty Manual

On behalf of Interim Dean Farrell Brown of the Graduate School, I bring to the attention of the Policy Committee the following issues which deserve your committee's review in improving the August 1996 Faculty Manual:

1) Establishment of a Graduate Fellowship and Awards Committee (p. 41). As presently constituted the Scholarship and Awards Committee is oriented primarily toward undergraduate financial issues. The only specific reference to aid issues affecting the Graduate School is the required membership of "one graduate student from Alpha Epsilon Lambda." In order to facilitate the consideration of 30 University-wide fellowships and two Outstanding Graduate Teaching Assistant awards, it is proposed that a separate committee be established for special attention to these recognitions. As a point of departure, a new section 8 under the Academic Council might take this form:

8. Graduate Fellowship and Awards Committee. This committee formulates and recommends policies and procedures relating to graduate fellowships and awards. It oversees selection of the recipients for University-wide fellowships and the campus competition from departmental nominations for Outstanding Graduate Teaching Assistants as well as future award recognitions for graduate students.

Membership consists of one faculty member representative from each college elected by the collegiate faculties for a staggered two-year term. An assistant/associate dean of the Graduate School will serve in a non-voting capacity as chair of the committee.
It is believed that this change will focus and expedite the consideration of financial aid concerns affecting the graduate programs.

2) Reinstitution of a Graduate Advisory Committee. In the 1991 Manual, provision had been made for a "Graduate Studies Advisory Committee" (page 44). That concept was omitted from the committee restructuring consideration a year ago, but the need for an independent advisory body for the Graduate School Dean is still there. It is proposed that a new paragraph 10. be added to the committees reporting to the Vice President for Academic Affairs and Provost with the following as possible language to be inserted on page 48:

10. Graduate Advisory Committee. This committee independently studies and reviews policy on non-curricular graduate student academic matters and on those issues affecting the general welfare of graduate students. Membership consists of the following: one faculty member from each college elected by the collegiate faculty for a staggered two-year term and two graduate students appointed annually by the Graduate Student Governance (GSG). The committee elects its own chair and reports to the Provost through the Graduate School Dean.

Such an independent body needs to be established immediately to offer advice with respect to timely and broad review of graduate admissions policies. Other all-embracing issues will likely need attention as graduate programs evolve.

Since there is some urgency about the establishment of both of these bodies, I request that these topics be addressed at the next meeting of your committee later this month. If you need further elaboration of the above considerations, please contact Farrell Brown at the Graduate School (656-3194); I would be happy to provide my perspective if desired. Your assistance in helping shape the presence of the Graduate School in a revised Faculty Manual is appreciated.

c.c.: Provost Stef Rogers  
Director Marvin Carmichael  
Dean Farrell Brown  
Policy Committee Members  
President Ron Thurston  
Betty Moore and Cathy Sturkie
RESOLUTION CONCERNING THE ALLEGED SAVINGS FROM RESTRUCTURING

FS96-12-1 P

Whereas, It was claimed that the University savings from restructuring amounts to over eight million dollars annually;

Whereas, These claims do not seem to be substantiated by the financial data in the possession of the Faculty Senate;

Whereas, The only claimed saving in the Colleges seems to be a shift of approximately 4 million dollars from department heads' account to faculty salary and benefits account for department chairs and others; and

Whereas, It appears that the work duties of most department chairs is not substantially different from that of previous department heads;

Resolved, That the Senate requests a clear and accurate report of savings from the restructuring effort as substantiated by the University's accounting records.

This resolution was passed by the Faculty Senate on December 10, 1996 by secret ballot.
RESOLUTION ON ANNUAL FINANCIAL REPORTING TO FACULTY

FS96-12-2 P

Whereas, Teaching, research, and service are the main missions of this University;

Whereas, Clear financial reporting and accountability is bound to enhance control and better utilization of resources in the future; and

Whereas, The current financial reports do not reflect how resources are allocated among teaching, research, service, and public service;

Whereas, It appears that the work duties of most department chairs is not substantially different from that of previous department heads;

Resolved, That the Senate urges the administration to take measures to provide the following information to the Senate (in hard copy and in digital format) on an annual basis:

1) Faculty and instructor salary and benefits by department, college, and for the University as a whole.

2) Administrators' salary and benefits by department, college, other units, and for the University as a whole.

3) Other costs broken down by department, college, other units, and for the University as a whole.

4) Comparative data on above for the past ten (10) years.

Further Resolved, that the Finance Committee of the Senate will cooperate in operationalizing these suggestions.

This resolution was unanimously passed by the Faculty Senate on December 10, 1996.
RESOLUTION REGARDING DISPARITY  
BETWEEN ADMINISTRATORS AND FACULTY PAY

FS96-12-3 P

Whereas, At least over the past five (5) years, top administrators have received raises which, on average, have been one hundred fifty (150%) percent to three hundred (300%) percent as much as those given to Faculty;

Resolved, That the Faculty Senate deplores these practices and recommends that measures be instituted for a fair distribution of raises in the future.

This resolution was unanimously passed by the Faculty Senate on December 10, 1996.
RESOLUTION FOR A PERFORMANCE-BASED RAISE FORMULA

Whereas, Distribution of raises in the past has been subject to gross inconsistencies and inequities; and

Whereas, Raises in the past may or may not have been tied to annual evaluations;

Resolved, That the Faculty Senate recommends adoption of a raise formula that is performance based and is consistent throughout the University and does not contribute to further widening of salaries between Faculty and Administrators.*

* Adjustment for equity increases are excluded from the above formula.

This resolution was remanded back to Committee at the December 10, 1996 Faculty Senate Meeting.
Please Come

For  Holiday Open House

Date  Saturday, December 14, 1996

Time  6:30 p.m. - 10:00 p.m.

Place  114 Clarendon Drive, Clemson

Ron and Chris Thurston
You and the Faculty Senate are cordially invited to a Retirement Reception for

Manning N. "Nick" Lomax

Tuesday, December 10, 1996
3:30 - 5:30 P. M.
Grand Ballroom
Madren Center

Please share this with members of the Faculty Senate