**President’s Report**

**Faculty Senate**

**August 26, 2019**

* **Welcome** for both returning and new senate members, welcome. As a part of shared responsibilities for advancing our core business of learning, the faculty senate “…shall serve as the official faculty advisory body to the President and the Provost/Vice President for Academic Affairs.”(By-laws V.A.1). The by-laws serve as guide to our shared work, and thus we encourage you to become increasingly familiar with the by-laws.
* [http://www.clayton.edu/Portals/549/docs/faculty-senate-bylaws.pdf V.A.2](http://www.clayton.edu/Portals/549/docs/faculty-senate-bylaws.pdf%20V.A.2) includes a statement about agenda items “The Faculty Senate will not consider individual personnel or grievance issues. Nor will the Faculty Senate normally consider isolated incidents that are better handled administratively except when such matters are presented as examples of a broader issue that merits Senate attention.” Our hope is that if such items emerge, you can help expedite assistance for our colleagues by assisting them in communicating with the affected office or program, and their director. As has been the case in the past, the senate performs an exceptional service when it asks program directors to share information in writing or through presentations here, and using those presentations as a basis for providing information on these broader campus issues.
* **Campus Committee on Inclusion and Engagement** Our office will be circulating implementation plans for the campus committee and plan for inclusion and engagement. Part of that announcement will be a call from Co-chairs Provost Demmitt, Vice President Abdullah, and HR Director Byrd for broad and inclusive participation in the work of the group. I am grateful for the past and hoped for future work from colleagues here to advance this important and on-going work—which at its core is the reinforcement of all actions that enhance learning for all of our students, faculty, and staff.
* **Reinforcement from senate leaders for growth mindset** to repeat discussion from the opening faculty meeting: Murphy and Fryberg earlier this year (from Indiana University) “The overall message here is quite optimistic,” Murphy said. “Helping faculty understand how to employ growth mindset practices in their teaching could help thousands of students. After all, faculty set the culture of their classroom—they are the culture creators. This work suggests professors have the power to shape students’ motivation, engagement, and performance through the mindset culture that they create in their classrooms.” Your reinforcement for our colleagues that our students can succeed at much higher levels with support is important—and so in advance I say thanks.
* **Thanks and questions**