President’s Report

Faculty Senate

August 24, 2015

* Thank you for you willingness to serve the university in this capacity. The senate provides many with some understanding of issues that will affect our capacity to support learning for all of us—faculty, staff and community as well as students. You service in that regard is much appreciated.
* Governance and higher education. The Faculty Council of the University System has recommended that the AAUP Statement on Government of Colleges and Universities influence system and institutional processes and decision making. <http://www.aaup.org/report/statement-government-colleges-and-universities> The document reflects thoughtful perspectives about the distribution of governance “shares,” and thus the attached link for your reference and convenience.
* Broad sharing of information on position and leadership responsibilities. Based on senate questions last week, we made investigation into present policies, procedures, and customs for various campus leadership opportunities and positions. Faculty academic appointments and search processes are codified clearly in the faculty handbook, starting on page 11. Searches must be conducted per those processes, and appointments made after following those procedures. <http://www.clayton.edu/Portals/549/docs/faculty-handbook-may2011.pdf> Additional processes are outlined in the employee handbook <http://www.clayton.edu/Portals/24/docs/Employee%20Handbook/Employee%20Handbook%20Final%20HB%20for%20CY2015.pdf> Procedures are clearly outlined for permanent named positions (vice presidents, deans, directors, for example), in which internal candidates may be considered along with external candidates. No policies are in place for acting positions, or for assistant and associate positions within programs that provide for the means of fulfilling delegated responsibilities of named positions (such as vice presidents or deans). However, after Senate Inquiries in the spring, deans and vice presidents agreed to make general inquiries of interest to appropriate faculty, where leadership in a faculty position with administrative duties may be of interest. Both leadership opportunities available after that agreement (interim director of teacher preparation and interim appoint of center for academic success) were governed by those strategies. As a part of our emerging leadership development initiatives, such will be the practice for future opportunities. This benefits the university in significant ways, identifying colleagues interested in leadership opportunities, even if the present opportunity may not prove to be a good fit for the position or the colleague.
* Questions?