President’s Report

Faculty Senate

January 14, 2013

* Welcome back to campus, and Happy New Year—hopefully all had a good break as well as a great first week of the spring semester.
* Social Media Guidelines (see handout)—these have been reviewed by members of the extended cabinet. –should you have comments on questions, please share them with VP Troelstra [kate@clayton.edu](mailto:kate@clayton.edu) we hope to post them quite quickly.
* Discussions of staff personnel matters—continuation of December conversation Investigations have been completed, although final reports have not been issued. There will likely be more information available at that time. Several colleagues inquired about whether any regulations were in place about the use of the confederate flag on campus, and whether such regulations might be considered. The following reference to Georgia Code addresses those questions <http://georgiainfo.galileo.usg.edu/flaglaw.htm> Included at that link is the following: Sec. 50-3-10. Use of flag for decorative or patriotic purposes. “Nothing in this article shall be construed to prevent the use of the flag of the United States or any flag, standard, color, shield, ensign, or other insignia of the State of Georgia or of the Confederate States of America for decorative or patriotic purposes, either inside or outside of any residence, store, place of business, public building, or school building.” As we discussed in December, the incident will help frame broader discussions for campus—noted below.
* Areas for broad based campus discussions as shared with this group in previous meetings, the campus will continue to be engaged in discussions about SACS reaffirmation, including both the compliance report and the Quality enhancement plan. Usual public meetings on budget and facilities will also continue. Consistent with strategic planning priorities, we propose three other areas for campus discussions—1) inclusion and diversity—in campus life, in academic programs, in daily institutional activities, and in all aspects of our learning environment 2) high impact and innovative instructional practices—how do we keep learning at the center of changing activities <http://academicpartnerships.com/research/white-paper-making-sense-of-moocs> is a good example of work that advocates keeping learning and its assessment at the center of technology discussions.3) community engagement—the campus has earlier embraced the concept of an engaged university as a part of the strategic directions document—it is timely to take next steps in that activity. These discussions will be informed by the participation of members of this senate.
* Thanks to Professor Keebler for sharing the public policy material on guns and campuses.
* Thanks for all you do. Because we cannot expand the number of hours we have, we face the challenge of making choices on how to allocate that time to academic matters that advance our strategic choices. And thus thanks for helping us implement those choices.
* Final observation—HR directors across the private sector know that university education has value—at no time did unemployment go above 5.5% for college grads even at the height of the recession—even academically adrift acknowledges that 2/3 of our grads make advances in areas like critical thinking, or that college graduates have considerably higher voter participation rates, and considerably better life time health outcomes (and better interactions with law enforcement) Given the commitment of this faculty to helping our students realize their aspirations and dreams, our hope is to have better and more specific evidence over time to make the case for what we do.