

Faculty Senate XC Report
Sept. 6, 2023

The XC met twice in August (8/16 and 8/23). On 8/16, the XC met with Beth Willey, Vice Provost for Undergraduate Education, to discuss various expected changes with undergraduate advising, including the search for a new Executive Director of Advising position. This position is expected to develop and implement a more centralized and consistent approach to advising.

Also on 8/16, the XC discussed the results of the staff compensation study, including problems with communication and transparency surrounding the study. This discussion led to additional conversation about the climate at UofL and an administrative pattern of disconnect with “on the ground” faculty and staff. The separate rollouts of the compensation study and the restructuring of advising were noted as key examples of this pattern, leading to confusion and anxiety among employees, as well as additional erosion of morale. Some members of XC have suggested the need for greater attention to campus-wide climate, with various strategies mentioned as possibilities. As outgoing chair of the XC, I encourage the Faculty Senate to consider this matter further and take initiative in advocating for improvements around organizational climate and culture.

On 8/23, the XC focused primarily on the final recommendations of the Shared Governance Workgroup and the role that the Faculty Senate should play in clarifying approaches to shared governance at UofL. Various strategies were discussed, including the possibility of making a formal statement. This will be another area for the XC to explore in the year ahead.

Respectfully submitted by Rob Detmering

Shared Governance Workgroup - Group Recommendations

Group	Recommendations
1 Gail DePuy Allie Underwood Scott Brinkman	<ol style="list-style-type: none"> 1. Identify a position paper on shared governance that is much more contemporary than 1966 for the Board of Trustees to endorse. 2. Clarify who the decision-makers are for policies and personnel decisions that affect faculty, staff and students. 3. Clarify who should give recommendations when the administration seeks consultation before making a decision.
2 Cami Nasr Eugene Mueller	<ol style="list-style-type: none"> 1. Language regarding the “network of relationships” in the university is too broad. It needs to provide more specific detail in order to clearly convey how these interconnected relationships can operate most efficiently. 2. This document seems like a prologue to the Redbook, rather than a document that can stand on its own independently. Instead of really summarizing the important points it is trying to make, it only points to the Redbook and feels like supplementary reading material. 3. There is very little information in general about how the President is selected, what their role is, how they must/are expected to interact with faculty, staff, students, and trustees. More transparency regarding expectations of the President’s performance as a governing entity is required.
3 Cherie Dawson-Edwards Katie Hayden	<ol style="list-style-type: none"> 1. Define "general legislative power." 2. Clarify how units should deal with equity issues. 3. Clarify the difference between academic matters vs. administrative policies.
4 Dorian Brown Rob Detmering	<ol style="list-style-type: none"> 1. Shared governance protocols need to clarify the role of all constituency groups (staff, students, faculty), not just faculty. Language needs to include all three groups. 2. Words like “consideration” and “consultation” need to be more fully defined. What is the expected process? How do administrators document the consultation process? How is the process made transparent to the constituency groups? 3. The timing of the consultation process is unclear. Consultation needs to occur before final decisions are made.

<p>5 Mary Elizabeth Miles Kevin Ledford</p>	<ol style="list-style-type: none">1. Create a clear high-level summary of faculty senate role. As it stands, some of the current language is disjointed and redundant.2. Define the role of staff and student representation in the faculty senate.3. Clarify the faculty senate's role as it relates to its interactions with faculty, administration and the Board of Trustees.
<p>6 Bob Cohn John Smith</p>	<ol style="list-style-type: none">1. Good faith requires the current upper administration and BOT to more fully seek input from affected groups (faculty, staff, students), including asking for votes of endorsement (even when not required by jurisdiction).2. Good faith requires that the administration and BOT rely on the expertise of the group (staff, students and faculty) in their areas of jurisdiction.3. Good faith requires that the administration seeks faculty, staff and student representation on committees based on recommendations of their representative bodies.