

Faculty Senate Welfare Committee
2017-2018 Year End Report

Welfare committee members:

John J Whitcomb (Chair)	(BSHS)
Charles Weiss	(Business)
Dave Willis	(AFLS)
Joe Mai	(AAH)
Raquel Anido	(AAH)
Pamela Dunston	(Education)
Abdul Khan	(ECAS)
Patrick Warren	(CoB)
Elaine Hiott	(Education)
Eric Lapin	(AAH)
Allison Whitehouse (Hinds)	(AAH)

Agenda Items addressed during the 2017-2018 Faculty Senate term

- Faculty Mentoring Circles
- Ombudsman Role
- Day Care Center
- Third Rank for Lectures
- Proposed re-wording to Discrimination and Harassment Policy-University
- Maternity Leave and FMLA

Faculty Mentoring Circles

Background: The results of the 2015 COACHE survey demonstrate that there was a substantial need for an intentional mentoring program for Clemson University faculty. The Welfare Committee of the Faculty Senate developed a survey that was sent to all faculty on February 3, 2016 regarding interest, need, and willingness to participate in a mentoring program. In one week, there were 79 responses from faculty at all ranks indicating a significant interest in participating in a mentoring program. The topics that individuals identified as being of interest include: research productivity, tenure and promotion, work/life balance, women's issues, promotion to full, minority issues, among others.

The research indicated that mentoring circles (small group mentoring) is an effective and efficient way of providing support to faculty. A faculty mentoring circle program was established for the 2016-2017 academic year by the Faculty Senate Welfare Committee. These groups consisted of 8-12 faculty members - including one to two mentors per group. Applications for mentors and mentees were sent out in late spring 2016. We received 22 applications for mentors and 45 applications for mentees. Mentor circles were created by matching individuals based on availability, rank, and area of study with a focus on cross-department matches, but within similar areas of study – for example humanities, science and engineering, social sciences.

Seven mentoring circles were created; two for lecturers, one for associate professors, and four for assistant professors. There were 13 mentors and 45 mentees assigned to the circles. The mentoring circle program began with a workshop led by Lois Zachery, a national expert on mentoring in early August 2016. The workshop provided guidance and best practices for mentors and mentees within the mentoring circles. Following the workshop, mentors were asked to schedule monthly meetings with their mentoring circles. Mentors met in December 2016 to provide mid-year feedback about their mentoring circles. Mentors indicated that they felt the mentoring program was worthwhile and did not require a burdensome time requirement. An end of the year survey of participants showed that 74% were satisfied or very satisfied with the program and 82% would recommend the program to others. **Resolution:** The Welfare Committee reached out to various stakeholders on campus and this initiative was moved to the Advance Grant as the Welfare Committee felt it was important to have a solid foundation and sustainable place for the University wide need.

Ombudsman Role

Background: Gordon Halfacre, Ph.D., MLA, University Ombudsman for Faculty and Students was invited to come and speak to the committee regarding the role of the Ombudsman and what role they have in terms of mediation. An ombudsman is an independent, informal, neutral and confidential resource who provides assistance to members of the University community in exploring options to resolve problems, complaints and conflicts when normal processes and procedures have not worked satisfactorily. This assistance is an alternate to formal administrative channels, supplementing them but not replacing them. The Ombudsman Office serves as a resource for those who seek guidance on policies, procedures and regulations affecting faculty, graduate students, postdocs, undergraduate students and staff. Ombudsman can refer individuals to persons able to resolve problems or handle issues at the lowest possible level. Where appropriate, ombudsman can also facilitate communication between parties who find themselves in a dispute. Discussion lead to the fact the Ombudsman's office cannot support and does not have a formal Mediation process. Gordon is a trained mediator but based on workload his office cannot support formal mediation. However, if support could be provided to his office there is the potential that a formal mediation process could be in place. This needs further discussion with Ellen Granberg. **Resolution:** In discussion with Ellen Granberg and other stakeholders within the University it was deemed a high need to have a formal mediation process. This discussion was furthered by suggestions from the Provost based on previous experiences he had and the success of having a formal mediation process in hopes of resolving issues at the lowest level. Work by William Everroad has facilitated this, and it is currently being finalized as a formal training program for a select number of individuals across the campus to be trained in providing mediation services in the summer of 2018. 1-2 individuals from each college will be selected for the training which may include some Lead Senators.

Daycare Center

This initiative was already in progress and the Welfare Committee voiced their support for the Child Care Center during a Faculty Senate meeting. HR had data that supported that by not having a daycare center we were losing new faculty due to lack of support while other universities were providing services.

Third Rank

Background: Ed De Iulio provided the committee the background regarding the idea of a Third rank for lectures. He also was part of the Ad Hoc Committee 2016-2017 that presented to Faculty Senate their findings regarding a Third Rank for lectures. This comes at a time when the University is using more Time Limited Positions (TLP) and the potential “stigma” associated with the TLP. The Welfare Committee decided in previous meetings it is important to support lecturers. Senators at the Welfare Committee meeting wanted to some talking points related to what a Third Rank means and provide clarity to the topic as this has been presented in this past without success. The Chair reached out to Jeremy King and Fran McGuire to seek insights to past history of this topic and received. Danny Weather, Chair for Policy-Faculty Senate also asked very good questions related to the topic and impact to faculty manual. Ed has completed drafts that he will share with Danny. It was thought in the best interest to provide a one-page sheet on what the Third Rank means and does not mean to share with fellow colleges by members of the Welfare Committee. This one-page document was presented to Ellen Granberg and she agreed with content-appropriate and correct. **Resolution:** Senators from the Welfare Committee have been seeking input from faculty in their respective colleges related to the one page document outlining what is the Third Rank and some of the concerns around the possible new title. The one-page document will be presented at the Faculty Senate meeting 10 April for further input before moving forward.

Discrimination/Harassment Policy

Background: In several meetings with Ufuk Ersoy, Faculty Senate representative to the President’s LGBTQ Commission there were discussions/meetings with him asking for a possible resolution from Faculty Senate to support CUSG Resolution. Amy Lawton-Rauh, President Faculty Senate, John Whitcomb, Chair, Faculty Senate Welfare Committee, Faculty Senate Staff and others through emails and meetings reached a solution that would support Ufuk’s request by the Commission. Ufuk’s request to Jerry Knighton, Director, Access & Equity Office Of Access & Equity: Is it possible to make the suggested change in the non-discrimination policy? Is there any legal or judicial impediment for this amendment? We noticed that Non-Discrimination and Harassment Policy of College of Charleston includes “Gender identity or expression”

<http://legalaffairs.cofc.edu/images/NonDiscrimination.pdf>

If the suggested amendment of the policy is not realistic, then can we edit the top statement for internal information (on the website below) by adding “gender identity or expression” and still be consistent and in line with federal regulations (as pointed out toward the bottom of the website) for the later referral to federal routing? <https://www.clemson.edu/campus-life/campus-services/access/procedure.html>

The goal of these conversations and face to face meetings were to ensure that the University is inclusive and not exclusive regarding this issue and to recognize we support student activities and Faculty Senate recognizes this as an important issue. **Resolution:** The additions to both policies have been defined as requested so when presented to Senate there is an understanding behind the rationale as to why these additions are necessary.

Current wording:

Definitions

A. Discrimination

Discrimination is the denial or exclusion of an individual or group of individuals from participation in or receiving the benefits of any program or activity of the University. Discrimination based on race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g. opposition to prohibited discrimination or participation in the statutory complaint process, etc.) is prohibited. Examples may include exclusion from employment, benefits, or access to academic programs and opportunities.

B. Harassment

In general, harassment is unwelcome verbal or physical conduct, based upon race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, status as a military veteran, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in the statutory complaint process), that unreasonably interferes with the person's work or educational performance or creates an intimidating or hostile work or educational environment. Examples may include, but are not limited to, epithets, slurs, jokes or other verbal, graphic or physical conduct.

Suggested Changes:

II. Definitions

A. Discrimination

Discrimination is the denial or exclusion of an individual or group of individuals from participation in or receiving the benefits of any program or activity of the University. Discrimination based on race, color, religion, sex, sexual orientation, gender **identity or expression**, pregnancy, **parental or guardian status**, **marital status**, national origin, **citizenship**, age, **physical or mental** disability, **medical condition**, veteran's status, genetic information or protected activity (e.g. opposition to prohibited discrimination or participation in the statutory complaint process, etc.) is prohibited. Examples may include exclusion from employment, benefits, or access to academic programs and opportunities.

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Maternity Leave/FLMA

Background: According to HR: FMLA is an unpaid, job-protection leave and although eligible employees are entitled to the 12 weeks of job-protected leave, paid sick leave would be used in accordance to the university policy. When the baby is born, FMLA would start then and the health care provider would certify the recovery period which is typically six weeks but certainly depends on individual circumstances. The clock for the recovery period is started when the baby arrives (regardless of the 9-month 8/15 contract start date). When the approved/certified recovery time is exhausted, you may then be in an unpaid leave status. What this means is that you may not be able to use all of your sick leave if you are no longer in a “medical status”. You can certainly take FMLA but you may not be paid during the entire duration of your FMLA period. Sick leave and/or leave without pay will be used alongside FMLA according to Clemson policy.

Ongoing Question: Can the University Policy be strengthened or enhanced to provide greater support?

Respectfully Submitted,

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Chair, Faculty Senate Welfare Committee