

KALAMAZOO COLLEGE

FACULTY HANDBOOK

Office of the Provost

Fall 2011

KALAMAZOO COLLEGE FACULTY HANDBOOK

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Kalamazoo College By-Laws

ARTICLE IX—OFFICERS OF THE COLLEGE AND THEIR DUTIES

The Board of Trustees shall appoint or elect a President and other officers of the College as shall be considered by the Board necessary for the efficient administration of the College. Such officers shall serve at the pleasure of the Board.

SECTION 1: THE PRESIDENT OF THE COLLEGE

The President of the College shall be elected a member of the Board of Trustees and shall attend all sessions of the Board and all sessions of the Executive Committee, except when The Board or Executive Committee meets to consider matters relating to the President. The President shall be the executive head of all departments of the College, exercising such supervision and direction as will promote their efficiency and without limitation in that regard, shall:

- (a) Be the chief administrator of the affairs of the College.
- (b) Be Chair of the Faculty and in cooperation with it formulate additional policies for recommendation to the Board of Trustees.
- (c) Be responsible for the ideals and academic standards of the College and improve its status among institutions of higher learning.
- (d) Appoint the administrative officers and faculty members of the College; provided, however, that all tenure appointments shall be made only with recommendation of the Academic Affairs Committee and action of the Board of Trustees.
- (e) Execute such measures, including discipline of the College, as the Board may enact concerning the internal administration of the College.
- (f) Present a formal report on the condition of the College at each regular meeting of the Board of Trustees.
- (g) Direct the preparation and presentation to the Board of Trustees through the Finance Committee the annual budget for the operation of the College.
- (h) Sign and deliver diplomas for academic and emeriti degrees conferred by the Board of Trustees and perform such other duties as pertain to the office of President or as shall be specifically directed by the Board of Trustees.

ARTICLE X—THE FACULTY

SECTION 1: COMPOSITION OF THE FACULTY

The faculty of the College shall consist of the President of the College, the Provost, the deans, all regular members of the teaching staff consisting of professors, associate professors, assistant professors, instructors, and all members of the administrative staff whose duties require participation in the faculty meeting, and also all academic officers given ranking as members of the faculty by these By-Laws of the Board of Trustees.

SECTION 2: APPOINTMENTS

The President shall make all faculty appointments and promotions, provided all tenure appointments shall be made only after recommendation of the Academic Affairs Committee and action by the Board of Trustees.

SECTION 3: MEETINGS AND ORGANIZATIONS

The faculty shall meet regularly during the college year and shall adopt By-Laws and rules of procedures for its organizations and functioning. It shall keep a written record of its proceedings that shall be made available to the Board of Trustees, if requested. The By-Laws and rules of procedure shall not be inconsistent with the College Charter and the By-Laws of the Board of Trustees as they shall from time to time exist.

SECTION 4: PLAN OF EMPLOYMENT

The Board shall adopt and may from time to time amend rules and regulations governing appointments, length of service, and termination of the same, all of which shall be known as "The Plan of Employment for the Teaching Faculty of Kalamazoo College."

SECTION 5: FACULTY RESPONSIBILITIES

Subject to approval of the President and the Board of Trustees, the faculty shall be charged with the responsibility and shall be given the authority to (1) determine the academic criteria for admission of students, (2) determine the academic curriculum of the College, (3) determine the requirements for earned degrees, (4) recommend to the Academic Affairs Committee candidates for earned degrees, (5) determine the nature of the system to be used in grading students in courses, (6) participate in the establishment and implementation of disciplinary policies as exemplified by the Honor System, (7) make recommendations to the President concerning any other matters of educational policy, (8) participate in fostering an inclusive learning environment centered on student intellectual and personal development.

Plan of Employment for Faculty Kalamazoo College

**Adopted by Board of Trustees, April 13, 1996
Amended January 17, 1997, October 25, 1997,
June 9, 2001 & March 12, 2005**

Introduction

This Plan of Employment for Faculty is intended to provide a clear and understandable procedure for employment and personnel decisions. It is designed to aid and support the College in building and retaining a competent faculty, and in dealing consistently with decisions regarding appointment, reappointment, tenure, promotion, and termination. It is also designed to promote professional growth and independence for the individual faculty member in the performance of duties, to provide incentives to individual faculty members to set and maintain high standards of teaching, scholarship, and service, and to protect the integrity of the faculty and the College as a whole.

This Plan of Employment replaces the Plan of Employment adopted by the Executive Committee of the Board of Trustees on March 19, 1981, by authority granted by the Board of Trustees on February 9, 1981. The Administration referenced subsequently in this document includes the President, the Provost, and such other administrative officers of the College as are delegated authority in personnel matters by them or by the Board of Trustees. The term Provost, in the following sections of this document, may also refer to any administrative designee of the Provost. The Faculty Executive Committee, Faculty Personnel Committee, and Educational Policies Committee referenced in this document are part of the Faculty governance structure as defined in the Faculty Bylaws adopted by vote of the Faculty on June 9, 1986.

The rights and responsibilities of the Faculty in personnel matters are affirmed by this document, including the requirement that changes in or additions to Faculty Bylaws be consistent with and complement these provisions, so as to make possible continued, effective participation of Faculty in personnel matters. To the extent that there are any inconsistencies or conflicts between the Plan of Employment for Faculty and the Faculty Bylaws, the Plan of Employment shall control. The Faculty Bylaws cannot grant rights that are inconsistent with or not contained within or granted by the Plan of Employment for Faculty.

Section I. Appointments to Faculty Positions and Rank

The Administration, in consultation with the Faculty, shall have authority for appointments to ranks, for promotion to higher ranks, for authorizing the total number of continuing faculty positions, and for the total number of Faculty actually employed consistent with the means and needs of the College.

A. Regular Faculty Appointments

1. Regular faculty members are those appointed to continuing positions in academic departments or programs. In addition to course-related teaching duties, regular faculty members are responsible for some combination of student advising and participation in other departmental and College responsibilities. More generally, full engagement with the College and their profession is expected of regular faculty members. Faculty members in such positions shall hold one of the following ranks: Instructor, Assistant Professor, Associate Professor, or Professor.

2. Tenure refers to the status achieved by regular faculty members successfully completing the required sequence of probationary appointments and reviews. Only regular faculty members are eligible for tenure. Tenured faculty members remain subject to performance review. However, they may lose their appointments only through termination procedures described in Section VII, below.

B. College Professor

Under exceptional circumstances the College may appoint as College Professor with tenure individuals whose stature in their fields will enhance the ability of the College to accomplish its mission. These appointments must be reviewed by the Faculty Personnel Committee and other committees as needed and by the Provost and the President and must be approved by the Board of Trustees before the appointment becomes effective.

C. Term Appointments

1. Term appointments involve full-time teaching for a fixed, limited duration to cover positions vacated by regular faculty due to leaves, reassignment, resignations, or emergencies or to provide necessary flexibility as determined by the Administration to meet specific short-term curricular or programmatic needs of the College not covered by regular appointments. The responsibilities of individuals on term appointments are essentially the same as for regular faculty.
2. Faculty who hold term appointments shall, as appropriate, be given the title Instructor, Assistant Professor, Associate Professor, or Professor with the modifier “visiting” used for appointments of one-year or shorter duration.
3. Term appointments are not covered by the remaining provisions of this Plan of Employment except as explicitly provided for in letters of appointment or other written agreements by the Administration. Renewal of term appointments is at the sole discretion of the Administration.

D. Lecturer and Adjunct Appointments

1. Appointments as Lecturer or Visiting Lecturer, depending on the anticipated duration of the relationship with the College, are given to individuals with needed or desirable teaching specialties not covered by regular or term appointments. These are compensated on a “per course” basis and do not entail College service beyond that entailed by the nature of the courses taught and those additional duties, if any, as specified in the letters of appointment.
2. Honorary appointments as Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor are given to individuals with academic qualifications whose association with the College is deemed beneficial. Such appointments are uncompensated, except when specific teaching or other responsibilities are entailed.
3. Lecturer, Visiting Lecturer, Adjunct, and other honorary appointments are not covered by the remaining provisions of this Plan of Employment except as explicitly provided for in letters of appointment or other written agreements by the Administration.

E. Library Faculty

Librarians with the appropriate professional qualifications, as determined by the Provost, may have the status of regular faculty members, but without academic rank or eligibility for tenure.

F. Administrative Faculty

1. The President and Provost shall have the status of regular faculty members with rank appropriate to their academic qualifications. The President may not have tenure status unless already achieved as a member of the Faculty. However, the Provost may have a) tenure-at-large status upon appointment with the permission of the Board of Trustees and prior approval of the Faculty Personnel Committee; or b) tenure status if previously achieved as a teaching member of the Faculty.
2. Other administrators with appropriate qualifications and responsibilities, may also be appointed to faculty rank, regardless of whether or not their duties involve teaching. Such appointments will be made in consultation with the Faculty Personnel Committee.
3. Faculty members who are subsequently appointed to administrative positions retain all aspects of their previous faculty rank and status. Specific agreements with non-tenured faculty will be made at the time of the administrative appointment with regard to future eligibility and qualifications for tenure.

Section II. Initial Appointments to Regular Positions

- A. All regular appointments are made by the President. The initial appointment to a regular position under normal circumstances will be probationary: i.e., not tenured. Such appointments and any subsequent probationary reappointments shall be for a fixed duration, and carry with them no presumption that reappointment or tenure will be granted at the end of such term. No faculty member on regular appointment will be continued for more than seven (7) years without tenure status unless arrangements are specifically agreed upon in writing by the Administration, the faculty member involved, and the Faculty Personnel Committee in advance of the sixth (6th) year of appointment.
- B. The initial appointment, under normal circumstances, shall be for two (2) years. Thereafter, the length of each subsequent reappointment shall normally be for two (2) years or as determined by the outcome of the review procedure provided under Section IV of this Plan of Employment. Up to four years of previous college teaching may be recognized by the College toward tenure qualification. The amount of such credit shall be established by the Administration at the time of the initial appointment to a position and that shall be so specified in the letter of appointment.
- C. The Administration shall consult with members of the affected department or program and the Educational Policies Committee before deciding not to fill a regular position in response to changing institutional needs or circumstances.

Section III. Reappointment, Tenure and Promotion of Regular Faculty

- A. The process of evaluating a faculty member for reappointment, tenure, or promotion is by necessity complex. The individual faculty member's own performance and capability must be judged by the high standards of the Faculty and must also be viewed in the context of the

College's overall mission to provide superior liberal arts education, as well as the College's assessment of its needs, directions and resources. This process calls for full cooperation between the Faculty and the Administration—both groups responsible to the Board of Trustees—acting in the best overall interest of the institution.

- B. Each faculty member, through individual performance, helps determine the weight and importance of various factors relevant to assessing performance and contributions to the College. While other factors may become important in some cases, those generally recognized as relevant are:
1. Formal preparation—the Ph.D. or advanced degree generally considered the terminal degree in the faculty member's field;
 2. Effectiveness in teaching;
 3. Effectiveness in advising and counseling;
 4. Productivity in research, creative work, or other evidence of scholarly self-renewal;
 5. Contribution to institutional renewal through program initiative and inventiveness;
 6. Effectiveness in committee and administrative assignments;
 7. Contribution as a person to the total life of the community; and
 8. Relevance of the individual's specialties, interests and talents to current and projected programmatic emphases and needs.

Changes in the importance of the above factors or in other expectations as specified in an initial appointment letter or in subsequent performance reviews shall be communicated to the faculty member in a timely manner. However, this should not be construed as limiting the Administration's ability to change institutional direction or to respond to changing needs and circumstances.

- C. Reappointment or tenure cannot be determined by individual competence alone, as the institution must also determine where it can best commit its limited resources. The Faculty, through its procedures, is principally responsible to provide information and to make its evaluation regarding the individual's performance and the relevance of the individual's skill to the present and anticipated programmatic needs of the College. In making its decision on reappointment, the Administration makes its evaluation based upon the individual's performance and skill, but also must consider allocation of available resources to best accomplish the overall mission of the College.
- D. While the same factors are to be considered in all reviews, the weighting of these factors and the specific criteria applied may vary as a function of the kind of review and other circumstances. In particular, tenure decisions, which represent long-term commitments by the College, require a prudent long-range perspective on institutional conditions and directions.

Section IV. Review for Reappointment, Tenure and Promotion of Regular Faculty

A. Eligibility

1. Reappointment—Each faculty member on probationary appointment shall have his or her status and performance reviewed to determine whether reappointment will be offered. Reappointment, however, also depends on a determination that institutional conditions and directions make it both desirable and prudent to continue filling the position. To the extent that it is reasonable to do so, the review shall be conducted when the faculty member is resident on campus, if so doing allows all review procedures to be followed and notification deadlines, specified in this Plan of Employment to be met.

2. Tenure—A probationary faculty member is eligible for appointment to a tenured position after six (6) years of full-time teaching, including credit for prior teaching experience. Leaves taken for personal reasons lengthen the probationary period, unless a written agreement between the faculty member and the Administration specifies otherwise. Leaves of absence shall be granted consistent with applicable laws. In addition, a faculty member with credit for prior teaching experience may request that the probationary period be extended, not to exceed the sixth year of teaching at the College. Such requests require written approval of the Administration, in consultation with the Personnel Committee.
3. Promotion—Normally, a faculty member is eligible to be reviewed for promotion to Professor after six years in the Associate Professor rank; unusually meritorious candidates may be considered earlier. Eligible faculty members must submit a written request to the Administration to be considered (eligibility for promotions to other ranks is described in Section V.). A faculty member reviewed and not recommended for promotion will not normally be reviewed again for at least two years.

B. General Procedures

1. Faculty members being reviewed shall be responsible to provide all relevant information requested by the Administration and the Faculty Personnel Committee for inclusion in a review file. More generally, faculty members on probationary appointment are responsible for demonstrating their competence and for providing opportunities for others to determine the relevance of their contributions to the needs of the College. Faculty members shall be able to see all materials submitted to their files, except those designated as confidential by the Faculty Bylaws or by the explicit procedures of the Faculty Personnel Committee.
2. The Provost will notify the Faculty Personnel Committee of each faculty member eligible for consideration for further probationary appointment, tenure, or promotion. The Committee shall develop a review procedure that is consistent with the directives and policies of the College and this Plan of Employment. Pursuant to that review procedure, the Committee shall then conduct a review of each eligible faculty member. Upon concluding its review, a report from the Faculty Personnel Committee, including its recommendation and rationale shall be submitted to the Provost (See Section IV, D regarding deadlines for the review by the Faculty Personnel Committee.)
3. The Provost, having the review file, the Faculty Personnel Committee's report, and information concerning institutional status and direction, shall also prepare a report. Should the Provost consider making a negative recommendation on reappointment or tenure on the grounds of institutional status and direction, as opposed to performance or qualification issues, there shall be consultation with the Educational Policies Committee and members of the affected department or program beforehand. The reports of both the Provost and the Faculty Personnel Committee shall then be submitted to the President.
4. Having received the reports of the Faculty Personnel Committee and the Provost, the President may review the file and any other pertinent material before making a decision on reappointment, promotion, or tenure. Should the President disagree with the recommendation of the Faculty Personnel Committee, he or she shall meet with them in an attempt to reach consensus before making a final decision.
5. The President's positive recommendation on tenure shall be submitted to the Academic Affairs Committee of the Board of Trustees for final approval at a regular meeting.
6. After being notified of the decision, the faculty member shall meet with the Provost to discuss both the review and decision. After that conference, a faculty member notified of

a negative decision on reappointment, tenure, or promotion may choose to meet with the President as well to discuss the decision. The faculty member may also request in writing that the President provide a written statement of the reasons for the decision. A copy of this written statement shall be placed in the faculty member's review file.

C. Notification of Faculty Member

1. The review schedule and notification for reappointment shall be predicated on providing one-year's notice in the event of the President's decision not to reappoint. A faculty member being reviewed shall be notified of the President's decision by September 30th of the last year of the current appointment. Should the decision to reappoint be negative, a final one-year appointment will be offered, if needed to provide the one-year's notice.
2. Only positive recommendations by the Administration on tenure are forwarded to the Board of Trustees for approval. A faculty member being reviewed for tenure shall be notified of the Board of Trustees' decision immediately following the regular Board meeting in June of the year in which the review takes place.

The obligation of the College to honor these deadlines requires and is contingent on the full cooperation of the faculty member in the review process. Such early notice is also predicated on the assumption that affected faculty members shall under any circumstance continue to provide professional, cooperative and complete service to the College for the duration of their appointments. There is a reciprocal obligation on the part of faculty members to give adequate notice if they plan to resign for any reason.

D. Review Timetable and Deadlines

The Administration and the Faculty Personnel Committee shall, by mutual agreement, establish a timetable and additional deadlines as are deemed necessary to ensure timely completion of reviews within the framework of the notification deadlines stated in Section IV, C. The Faculty Personnel Committee shall inform affected faculty members of this timetable and deadlines.

Section V. Promotion in Rank

- A. Promotion to the rank of Assistant Professor is by action of the Provost, upon evidence of terminal degree completion by a faculty member or other achievements as specified in a faculty member's letter of appointment.
- B. The granting of tenure carries with it promotion to the rank of Associate Professor.
- C. Eligibility and review procedures for promotion to Professor are described in Section IV.
- D. Promotion above the rank of Assistant Professor for faculty in term appointments, if deemed eligible by the Administration, shall follow the review procedures described in Section IV.

Section VI. Hearings on Procedural Issues

- A. At the beginning of each academic year the Faculty Executive Committee shall appoint a Hearing Committee composed of a minimum of seven tenured faculty with the rank of Professor. It shall also designate one of the seven to chair the Committee. If necessary, additional qualified faculty members will be appointed at the time of a hearing request to

bring the number of available Committee members to a minimum of five. This Committee shall review procedural questions arising out of reappointment, promotion, and tenure decisions as described in Section VI of this document. In addition, it will consider appeals of decisions to terminate an appointment of any kind, as described in Section VII. Finally, it shall hear cases alleging violation of the principles of Academic Freedom, as described in Section VIII.

- B. A faculty member who believes that a reappointment, tenure, or promotion decision was not made according to the procedures described in the Plan of Employment, Faculty Bylaws, or the rules of the Personnel Committee, resulting in less than full and fair consideration of his or her performance and professional qualifications, may file a request for a hearing within twenty-one (21) calendar days of receiving written notification from the Administration.

Decisions resulting from review procedures provided under this Section VI are final and binding. They are the exclusive avenue for faculty members to challenge decisions on reappointment, tenure, and promotion. If faculty members allege violation of civil rights in termination decisions, they must also bring their claims under applicable civil rights laws in this forum.

- C. A faculty member desiring a hearing shall submit a written request, including a specification of the reasons for the request, to the Chair of the Hearing Committee who shall provide that Committee and the Provost with a copy of the request, and convene the Hearing Committee within seven (7) calendar days.
- D. The function of the Hearing Committee in these circumstances is to: a) determine whether prescribed procedures were followed in making the decision; and b) assess whether any departures from or omissions in procedures deprived the candidate of full and fair consideration of his or her performance and professional qualifications. The Committee is *not* an agency giving the candidate a second hearing on the substance or outcome of the decision itself.
- E. The Hearing Committee shall make a written report to the President and to the faculty member requesting the hearing within twenty (20) calendar days following its initial convening.
- F. The President shall thereafter draft or make the decision within twenty (20) calendar days of receiving the report of the Hearing Committee as to whether further procedures for review of the faculty member should be invoked. Any decision by the President that the matter should be resubmitted to any stage of review shall have the effect of waiving the normal timetable of events and deadlines, provided only that all parties shall endeavor to complete the procedure with all deliberate speed.

Section VII. Termination of Appointment

A. Standards and Limitations

Termination refers to action by the Administration to: 1) end an appointment prior to the completion of a contract term; 2) end a tenured appointment; or 3) not offer reappointment in contravention of notification deadlines. Termination does *not* refer to non-reappointment, which is covered in Section IV. Any appointment may be terminated by the Administration with the approval of the Board of Trustees, for the following reasons: 1) adequate cause, 2) financial exigency; or 3) a change in institutional conditions or directions which affect the faculty member's department or the College as a whole.

1. Adequate cause includes incompetence, personal or professional misconduct, or inability or unwillingness to carry out responsibilities in an appropriate manner.
2. Financial exigency, as established by the Board of Trustees in consultation with the administration and faculty, is defined as a situation where an imminent financial crisis exists which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.
3. Institutional conditions or directions shall refer to situations which make it desirable or prudent to eliminate positions in a department or program.

If the Administration ever finds it appropriate to respond to a condition of financial exigency or changes in institutional conditions or directions, it shall first advise the Faculty Executive Committee of this conclusion and meet to discuss alternative approaches designed to respond to the condition before taking further steps toward termination.

Although the standards which govern decisions in matters of termination must necessarily vary according to the circumstances of each case, the Plan of Employment provides a procedure for challenge and review, in this Section VII, that is equally available to a faculty member dissatisfied with a decision to terminate his or her appointment for adequate cause, financial exigency, or changes in institutional conditions or directions.

Decisions resulting from review procedures provided under this Section VII are final and binding. They are the exclusive avenue for faculty members to challenge termination decisions. If faculty members allege violation of civil rights in termination decisions, they must also bring their claims under applicable civil rights laws in this forum.

Any employment decision that is subject to review under this Section of the Plan of Employment shall be handled only under this section. The affected faculty member does not have the right to challenge the substantive aspects in one hearing under this Section VII and the procedural aspects in another hearing under Section VI. If the affected faculty member wishes to challenge both the procedural and substantive nature of the termination decision, the appeal must be brought and adjudicated under this Section VII.

B. Procedures

In the event it becomes advisable to terminate an appointment, the procedures outlined below will be followed:

- 1a. Formal procedures for termination for adequate cause shall not be instituted until the Administration has consulted with the affected member of the Faculty in an effort to seek a mutually satisfactory solution. The faculty member shall be given an opportunity to tender a voluntary resignation before further action is taken.
- 1b. In cases of financial exigency or other institutional conditions or directions, formal procedures for termination shall not be instituted until the Administration has consulted with members of the department or program and the Educational Policies Committee as well as with the affected faculty member in an effort to seek a mutually satisfactory solution.
2. In the event the matter cannot be resolved in a mutually satisfactory manner, formal proceedings for termination will be initiated by the Provost, who shall prepare a clear and concise Statement of Grounds for Termination. A copy of the Statement of Grounds for Termination shall be provided to the faculty member and to the Faculty Executive Committee.

3. The affected individual may elect to challenge the grounds for termination by so informing the Faculty Executive Committee in writing, including a statement of the reasons for the challenge, within thirty (30) calendar days of receiving the Statement of Grounds. The Faculty Executive Committee shall immediately inform both the Hearing Committee and the Provost of this action.
4. The Hearing Committee shall convene to consider a disputed Statement of Grounds for Termination within thirty (30) days from the date the Faculty Executive Committee was notified. While the specifics of the hearing shall remain within the province of the Hearing Committee, the following procedures will be honored in any instance:
 - a. The hearing will not be open to either members of the College community or the general public.
 - b. The parties in this proceeding are the Administration on behalf of the College and the faculty member subject to termination. Each party shall have the right to counsel of its choosing and the right to present relevant witnesses and documents and to examine and cross-examine all witnesses.
 - c. A record of the proceedings shall be maintained and available to both parties.
5. The Hearing Committee, within twenty (20) days from the conclusion of its proceedings, shall provide the President and the affected faculty member with a report of its findings and recommendation.
6.
 - a. If the Hearing Committee concludes that the appointment should be terminated, the President shall immediately transfer the matter to the Academic Affairs Committee of the Board of Trustees with a recommendation that the appointment be terminated.
 - b. In the event the Hearing Committee recommends that the appointment should not be terminated and the President disagrees, they shall meet in an attempt to secure a consensus before further action is taken. If, after such conference, the President concludes that the appointment should be terminated, he or she shall forward that recommendation to the Academic Affairs Committee of the Board of Trustees, along with a copy of the report of the Hearing Committee.
7.
 - a. A faculty member shall have fifteen (15) days from the date served with a notice that a recommendation that his or her appointment be terminated has been submitted to the Academic Affairs Committee of the Board of Trustees to request a review by the Academic Affairs Committee of the Board. Such a request for review shall set out in detail the basis for appeal. Copies of the request for review shall be simultaneously given to the Hearing Committee and to the President.
 - b. The faculty member shall have twenty (20) days from the date a request for review is submitted to send the Hearing Committee, the President and the Academic Affairs Committee an analysis of the record and a position statement. The Hearing Committee and the President shall have twenty (20) days from receipt of this statement to file a reply. The faculty member involved, the Hearing Committee and the President may also request the opportunity to appear by themselves or with counsel before the Academic Affairs Committee to present their positions. A request for oral argument shall be made no later than the date for submission of written arguments, provided that every party shall be allowed to appear before the Academic Affairs Committee if a request is granted to any party.

The Academic Affairs Committee shall consider only the record of the Hearing Committee's meetings and the written arguments unless it approves a request by either party for the submission of evidence not available or discovered at the time of that hearing or, on its own motion, elects to conduct further factual inquiries in relevant areas.

The Academic Affairs Committee of the Board shall act for the Board in all matters under this Section and inform the Board of its decision. That decision will be final for all parties of the proceeding.

C. Suspension

A faculty member will not be terminated while the above procedures are pending. If, however, the President determines that harm to the faculty member, to others in the College community, or to the College itself could result from continuance, then the faculty member may be suspended. The President shall meet with the Faculty Executive Committee to discuss the reasons for and conditions of the suspension as soon as possible.

Section VIII. Academic Freedom

Kalamazoo College subscribes to the definition of academic freedom as articulated in the American Association of University Professors' 1940 Statement of Principles on this issue:

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

(AAUP, 1995, pp. 3-4)

The protection of these professional freedoms rests with the force of opinion of the Faculty, acting in complete possession of the facts, rather than with regulations and prohibitions upon the Administration. In a case where a member of the Faculty believes that freedom of speech, scholarship independence, or political or religious viewpoints has been breached by actions of the College, the individual faculty member will be given the opportunity to have his or her grievances reviewed before the Hearing Committee.

An allegation of such a violation shall be made by clear and specific written notice to the Administration and to the Hearing Committee. The Hearing Committee shall review the matter

in an open and fair manner, giving all interested parties a full and equal opportunity to appear and present their positions. The Hearing Committee shall issue a report to the Provost and the Faculty Executive Committee regarding the allegations.

The written recommendations of both the Provost and the Hearing Committee, with reasons, will then be submitted to the President. The President, having also examined all available information and both recommendations, shall make a decision. If the President's decision does not concur with the recommendation of the Committee, there shall be a meeting of the President, the Provost and the Committee in which all parties attempt to reach a consensus before the President's report is made to the Board of Trustees.

Section IX. Harassment

Fulfillment of the College's mission is predicated upon the open and free exchange of ideas; the broadest range of diverse convictions and opinions must be welcome within its educational forums. If such open and free exchange of ideas is to occur, all individuals must be protected from harassment, which is defined as any behavior, verbal or physical, which stigmatizes another on the basis of personal characteristics such as race, ethnicity, religion, sex, physical characteristics, or disabilities and which:

- involves an explicit or implied threat to personal safety;
- creates over an extended period of time an intimidating, hostile, or demeaning environment;
- or
- has the purpose or reasonably foreseeable effect of interfering with an individual's full and free participation in the educational or extracurricular life of the College.

It must be recognized, however, that conflicts may arise between academic freedom and the rights and responsibilities regarding possible harassment. Not every act that might be offensive to an individual or group is harassment. In particular, charges of harassment should not be invoked to stifle disagreement and controversy.

Faculty members have the responsibility not to harass students or other members of the College community and the right not to be harassed themselves. College policies and Faculty Bylaws shall, as necessary, further define these rights and responsibilities in ways consistent with this document and all applicable Federal and State of Michigan laws.

Section X. Periodic Review of The Plan of Employment

The Plan of Employment is to be examined periodically by a joint Faculty-Administrative Committee, appointed by the President in consultation with the Faculty Executive Committee in order to make recommendations to the Administration and, subsequently, to the Board of Trustees regarding modifications of those sections whose operations have not proved entirely effective in realizing the best interests of the College. The provisions and procedures of this Plan also may be reviewed periodically by an appropriate committee of the Board of Trustees as determined by the Executive Committee of the Board. This document may be amended by the Board of Trustees as it deems appropriate and such amendment will be effective for all matters occurring after the date of such amendments.

Kalamazoo College Faculty Bylaws

Adopted by vote of the Faculty June 9, 1986; amended by vote of the Faculty May 29, 1990, and June 9, 1990; amended by vote of the Faculty November 25, 1996; amended by vote of the Faculty May 6, 2002; amended by vote of the Faculty June 15, 2002, amended by vote of the Faculty September 26, 2005, amended by vote of the Faculty May 4, 2009, amended by vote of the Faculty March 7, 2011, amended by vote of the Faculty May 31, 2011.

Preamble: The purpose of the Bylaws of the Faculty of Kalamazoo College is to set forth clearly the organization of the Faculty and to give definite statement to the various rules, practices, customs, and traditions that have come to be recognized informally as pertaining to Faculty governance. These Bylaws are designed to define the organized channels of cooperation between the Faculty, the College Administration, and the Trustees. No portion of these Bylaws may contradict relevant sections of the Kalamazoo College Charter, the Kalamazoo College Bylaws, or the Plan of Employment for Faculty.

ARTICLE I. Definition of the Faculty

For the purposes of these Bylaws, the Faculty will include all members holding those ranks defined in Section I of the Plan of Employment. The responsibilities of the Faculty are enumerated in Article X, Section 5, of the College Bylaws.

ARTICLE II. Meetings and Organization of the Faculty

Section 1. Three regular Faculty meetings will be held during each term at times to be set by the Faculty Executive Committee. Special meetings may be held by vote of the Faculty, or at the call of the President, the Provost, or the Faculty Executive Committee, whenever any of these will consider such meetings desirable, or at the call of the secretary of the Faculty whenever a request is made by a standing or special committee of the Faculty or by five members of the Faculty.

Section 2. All members of the Faculty are expected to attend regular and special meetings, and each member will have a vote on all questions that come before the meeting subject to limitations which may be imposed by the Faculty Executive Committee. [See Article III, Section 1, Subsection A.8]

Section 3. A quorum will consist of fifty percent of the members of the Faculty in residence that particular term.

Section 4. The President of the College, as designated by the College Bylaws, will chair regular and special Faculty meetings. In the President's absence, the Provost will chair Faculty meetings, and in the Provost's absence, the chair and then the vice chair of the Faculty Executive Committee will chair these meetings.

Section 5. A secretary will be elected by the Faculty for a term of one year. The secretary will keep the minutes of each meeting and distribute them for approval or correction at the following meeting. Copies of each set of minutes will be made for the archives of the College, for the President, and for other administrative officers and the Faculty. At least one complete collection of approved minutes of past meetings will always be available for Faculty perusal. In the absence of the secretary, the chair of the Faculty Executive Committee will appoint a substitute secretary.

Section 6. A parliamentarian will be elected by the Faculty for a term of one year. In the absence of the parliamentarian, the chair of the Faculty Executive Committee will appoint a substitute parliamentarian.

Section 7. Regular and special meetings will be conducted in accordance with Robert's Rules of Order.

Section 8. All matters brought to the Faculty for approval must be decided by majority vote, except for the election of representatives to the Executive Committee and the Personnel Committee. In the case of elections to the Executive Committee and the Personnel Committee, candidates will be elected by a plurality vote, with the candidate(s) receiving the most votes being elected up to the number of empty seats on the committee in question (and subject to the rules regarding representation in Article III, Section 1, Subsection B and Article III, Section 2, Subsection B). The Executive Committee may authorize elections by anonymous electronic balloting for Executive and Personnel Committee representatives. In the case of an electronic election, a preliminary slate must be announced at least one week before the election period starts with a solicitation for additional nominations from the Faculty at large before a final slate is determined. The Executive Committee will determine in advance the manner in which run-off elections are to be decided.

ARTICLE III. Faculty Governance

Section 1. There will be an Executive Committee of the Faculty.

A. The functions of the Executive Committee are as follows:

1. It will establish certain standing committees, chaired by a member of the faculty, and determine their Faculty composition. It will, together with each committee chair and in consultation with appropriate administrators, set their agendas. These standing committees include the following:
 - a. Academic Standards Committee
 - b. Admissions and Financial Aid Committee
 - c. Assessment Committee
 - d. Educational Policies Committee
 - e. Experiential Education Committee
 - f. Faculty Development Committee
 - g. Planning and Budget Committee
 - h. Teaching and Learning Committee

In conjunction with administrative entities, it will also maintain certain advisory committees, chaired by a member of the administration, and determine their Faculty composition. Agendas for these advisory committees will be set by the appropriate administrators, in consultation with the Faculty Executive Committee. These advisory committees include the following:

- a. Athletics Advisory Committee
- b. Information Services Advisory Committee
- c. Student Life Advisory Committee

2. Create any special committees it may deem appropriate for special tasks.
 3. Appoint members of the Faculty to standing and special committees.
 4. Nominate candidates for election to the Faculty Personnel Committee in consultation with that body.
 5. Nominate candidates for election as Faculty representatives for President and Provost search committees upon request from the Administration.
 6. Nominate candidates for election as College representatives to the Great Lakes Colleges Association.
 7. Report to the Faculty at Faculty meetings, seeking its advice and consent on issues requiring Faculty approval. For matters not involving regular elections or actions originating with standing committees, the Executive Committee will determine, in consultation with the Provost or the President, whether a matter to be brought before the Faculty for a vote is one of College or Faculty policy (See Article IV). On the basis of this judgment, the Executive Committee will determine which members of the Faculty as defined in the Plan of Employment are eligible to vote on a given question. In general, Faculty members holding term appointments will not vote in Faculty meetings. Any decision of the Executive Committee may be set aside or overturned by a majority vote of the Faculty.
 8. Set the agenda of Faculty meetings together with the chair of the meetings.
 9. Serve as the Faculty's representative in the Faculty's dealings with the Provost and the President.
- B. The Executive Committee will consist of eight members of the Faculty elected by the Faculty. Members of the Executive Committee will serve for three-year staggered terms. Elections will be held before the end of the spring quarter for the following academic year and will be conducted by secret ballot. Each of the divisions will elect one person from that division; the untenured members of the Faculty will elect one of their number, and one person will be elected by the Faculty at-large to serve on the Executive Committee. Members of the committee may be reelected for a second consecutive term but not for a third. The Executive Committee is elected to represent the interests of the Faculty as a whole.
- C. The Executive Committee will elect annually a chair and a vice chair and appoint a secretary. The chair will serve all terms during the academic year. The chair will be one of the Faculty representatives who attends trustee meetings as an observer and will serve as spokesperson for the Faculty. The vice chair will act as chair in the absence of the chair and will serve as the second Faculty observer at trustee meetings. The secretary of the Executive Committee will provide copies of the minutes of meetings to the Provost's office, the President, the College archives, and the Faculty.
- D. The Executive Committee will meet as frequently as necessary to conduct all Faculty business.

- E. Meetings and other activities of the Executive Committee will be conducted in accord with written procedures.
- F. Any vacancy on the committee will be filled using the selection procedures specified in Article III, Section 1, Subsection B.

Section 2. There will be a Personnel Committee of the Faculty.

- A. The function of the Personnel Committee is to make recommendations to the Provost and the President regarding reappointment, tenure, and promotion. It will follow the general procedures as outlined in the Plan of Employment, Sections III, IV, and V.
- B. The Personnel Committee will consist of seven tenured members of the faculty. Members of the committee will serve a term of three years. Members may serve no more than two consecutive terms. The Executive Committee will prepare a slate of nominees in consultation with the Personnel Committee and will solicit additional nominations from the Faculty at large. The election will be held before the end of the spring quarter for the following academic year. Members will be elected by the Faculty with the stipulation that no more than two members may be from any one division. Members of the committee will elect annually from among their regular members a chair who will serve for that academic year. To ensure proper divisional representation, the Personnel Committee may augment its membership for reappointment reviews with nonmembers who are regular tenured Faculty members (here defined in accord with the Plan of Employment) as needed and who are to be appointed by the committee chair in consultation with the members of the committee. The Personnel Committee is elected to represent the interests of the Faculty as a whole.
- C. A Promotion Subcommittee will consist of the members of the Personnel Committee holding the rank of Professor augmented by other Professors to be appointed by the committee chair in consultation with the members of the subcommittee as necessary.
- D. The Personnel Committee will recommend to the Faculty candidates for election to emeritus/a status. Retiring members become eligible for election at the conclusion of their service to the College. (See Appendix.)
- E. Meetings and other activities of the Personnel Committee will be conducted in accord with written procedures.

ARTICLE IV. Changes in College or Faculty Policy

Section 1. Proposals for new or revised College and Faculty policies may be initiated by the Administration, standing or special committees of the Faculty, or by individuals or groups charged by these agents.

- Section 2. A proposed policy should include the following:
- a. a statement of purpose
 - b. a general indication of the means by which the policy will be implemented
 - c. a designation of the parties responsible for its implementation.

Section 3. A proposed policy or any proposed change to existing policy will be reviewed by each of the following:

- a. The Faculty Executive Committee
- b. The Provost
- c. The President.

Section 4. When all parties named in Section 3 have agreed upon a final version of the policy, it will be considered to be official College or Faculty policy and copies of the policy will be made available to all interested or affected parties.

Section 5. Additional consideration or approval steps may be initiated under two general circumstances:

- a. The Faculty Executive Committee decides to present the proposed policy to the Faculty for consultation or approval before adoption
or
- b. The President decides to present the proposed policy to the Board of Trustees for its consultation or approval before adoption.

Section 6. Any amendments made to a proposed policy by a vote of the Faculty are not considered officially adopted as part of College or Faculty policy until subject to review, as described in the preceding points.

Section 7. In addition to these processes, calls for reconsideration of prevailing or newly established policies or the questioning of the appropriateness of procedures for implementing policies may be made by an individual Faculty member or a group of Faculty members through appeal to the Provost, the Faculty Executive Committee, or at a regular or special Faculty meeting. For action taken during Executive Committee or Faculty meetings, a majority vote of the respective body is sufficient to begin reconsideration. Such actions, however initiated, do not suspend the policies or procedures then in force.

Section 8. In the event that the processes described above do not produce an agreement, the President or Board of Trustees will make the final decision.

ARTICLE V. Amendments to the Bylaws

The Faculty Bylaws and the following appendix will be amended by the following procedure only. Notice of the proposed amendment will be presented to the Faculty orally with a written copy to the secretary at the meeting prior to the meeting at which the amendment is to be voted upon. Not later than ten days before the meeting at which the voting is to occur, an exact copy of the amendment will be given to each Faculty member. Adoption will be by a two-thirds vote of the Faculty members present, providing that there is a quorum.

APPENDIX. Emerti/ae Faculty (See Article III, Section 2, Subsection D)

Emerti/ae Faculty members have the following privileges:

1. march in academic processions
2. attend faculty meetings
3. attend division meetings

4. serve on standing or special committees through appointment by the Faculty Executive Committee or the President with concurrence of the Executive Committee

Emeriti/ae Faculty members do not vote in any meetings.

Faculty Executive Committee Procedures

A. Faculty Executive Committee

To a great extent the functions of the Faculty Executive Committee are defined by the *Faculty Bylaws* (Article III, Section 1) and the *Plan of Employment for the Faculty* (Section VI, A). Faculty members should consult those portions of the *Faculty Handbook* along with this section.

As stated in Article III, Section 1.B of the *Faculty Bylaws*:

The Executive Committee will consist of eight members of the Faculty elected by the Faculty. Members of the Executive Committee will serve for three-year staggered terms. Elections will be held before the end of the spring quarter for the following academic year and will be conducted by secret ballot. Each of the divisions will elect one person from that division; the untenured members of the Faculty will elect one of their number; and one person will be elected by the Faculty at-large to serve on the Executive Committee. Members of the committee may be reelected for a second consecutive term but not for a third. The Executive Committee is elected to represent the interests of the Faculty as a whole.

As stated in Article III, Section 1.C of the *Faculty Bylaws*, “The Executive Committee will elect annually a chair and a vice chair and appoint a secretary.” In practice a secretary is appointed for each meeting. The secretary distributes minutes at the following meeting, and after correction and approval at the following meeting, the minutes are posted on the Faculty Executive Committee website.

B. Faculty Committees

As stated in Article III, Section 1.A of the *Faculty Bylaws*, the Executive Committee “will establish certain standing committees and determine their Faculty composition.” Those committees are the following:

- Academic Standards Committee
- Admissions and Financial Aid Committee
- Assessment Committee
- Athletics Advisory Committee
- Educational Policies Committee
- Experiential Education Committee
- Faculty Development Committee
- Information Services Advisory Committee
- Planning and Budget Committee
- Student Life Advisory Committee
- Teaching and Learning Committee

To staff these committees the Executive Committee through the Provost’s Office distributes a standing committee preference form to all faculty members at the beginning of the spring quarter. On the basis of the responses the Executive Committee begins assigning faculty colleagues to committees in the later half of the spring quarter and concludes this work by the end of that term. A preliminary list is distributed at that time. Adjustments to memberships are made early in the

fall quarter of the following academic year after which a final list for the academic year is produced.

C. *Additional Executive Committee Duties*

According to Article III, Section 1.A of the *Faculty Bylaws*, the Faculty Executive Committee also has the following responsibilities:

Create any special committees it may deem appropriate for special tasks.

Appoint members of the Faculty to standing and special committees.

Nominate candidates for election to the Faculty Personnel Committee in consultation with that body.

Nominate candidates for election as Faculty representatives for President and Provost search committees upon request from the Administration.

Nominate candidates for election as College representatives for the Great Lakes College Association.

Further, as stated in Section VI.A the *Plan of Employment of the Faculty*, “At the beginning of each year the Faculty Executive Committee shall appoint a Hearing Committee composed of a minimum of seven tenured faculty with the rank of Professor. It shall also designate one of the seven to chair the Committee.”

In 2006 the Executive Committee produced a general statement – *Faculty Service on Elected, Standing, and Special Committees: A Statement of Principles from the Faculty Executive Committee* – that provides detailed guidelines on faculty committee function with regard to responsibilities of and protections for faculty members; administrator and student membership; general committee operation; and committee chair duties. This statement appears later in the *Faculty Handbook*.

D. *Faculty Elections and Voting at Faculty Meetings*

In bringing slates of candidates before the faculty for election, the Executive Committee’s practice has been to recommend which members of the faculty should be eligible to vote. For example, the Executive Committee suggests that only those faculty members subject to evaluation by the Faculty Personnel Committee should participate in elections for Personnel Committee membership.

The *Faculty Bylaws* require that “All matters brought to the Faculty for approval must be decided by majority vote” (Article II, Section 8). For votes on slates of candidates the Executive Committee typically determines how the voting should proceed to minimize the number of votes necessary to achieve majority winners.

1998

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Procedures of the Faculty Personnel Committee

I. Function and Composition of the Personnel Committee

The full official definition of the committee's charge and composition may be found in Article III, Section 2, of the Faculty By-Laws. The members of the Personnel Committee are elected by the faculty of Kalamazoo College as its representatives in the process of reviewing faculty members for reappointment, tenure, promotion, and election to emeritus/emerita status. The results of the committee's deliberations take the form of recommendations to the Provost, who makes a separate recommendation to the President. Traditionally, if the Provost disagrees with the Faculty Personnel Committee, he or she consults with the committee in an attempt to reach consensus. According to the Plan of Employment (IV.B.4), should the President disagree with the recommendation of the Faculty Personnel Committee, he or she shall meet with them in an attempt to reach consensus before making a final decision, which in all cases rests with the President.

For the election of Personnel Committee members, the Faculty Executive Committee brings to the full faculty a slate of nominees that, in accord with the Faculty By-Laws, has been prepared in consultation with the Personnel Committee. Nominees may be added from the floor of the faculty meeting. No more than two members from any division may be elected to the committee.

II. Philosophy of Faculty Review

Kalamazoo College faculty members are reviewed and evaluated on the basis of their performance in three areas: teaching and advising, professional development (research, scholarship, publication, performance, exhibition, etc.), and service. Teaching and advising ranks first among these three considerations. Faculty are expected to develop, in consultation with department and program chairs and the Provost, priorities that will allow them to pursue clear professional goals and make substantial contributions to the campus while sustaining a high level of teaching effectiveness, as assessed by peer review, student evaluations, course materials, and letters from current and former students.

The Personnel Committee understands that Kalamazoo College faculty are called upon to become multi-dimensional community members playing a variety of roles. The committee strives, in reviewing a case, to understand the candidate's performance and goals in departmental and programmatic contexts, and to develop a detailed picture of the candidate as a teacher and advisor; a scholar, researcher, or artist; a department member; a programmatic resource beyond the department; and a contributing member of the campus community. Toward this end, the committee obligates itself to gain the fullest possible sense of a candidate's abilities, achievements, and potential for further development.

III. Reappointment Procedures

The purpose of reappointment reviews is not only to assess performance to date but to clarify a candidate's direction for the future. This direction must satisfy individual, departmental, and institutional needs. It is important in all reappointment reviews that the department chair and the candidate agree on the candidate's role in the departmental program and on clearly identified priorities for the next segment of the candidate's probationary period. Their written statements, along with the Personnel Committee's assessment and the Provost's recommendations to the candidate, should ultimately be as congruent as possible. The candidate and department chair should take the initiative to address any confusion or disagreement arising during a review. At any time during the probationary period, a meeting between a candidate and the Provost to clarify a candidate's standing with regard to reappointment or tenure may, but need not, be arranged by either party.

Tenure-track faculty typically undergo a first-year review followed by a reappointment review during their third year in service, though individual contracts may vary according to previous experience. The reappointment review normally occurs during the spring term (see review schedule). The quarter before the review, the Provost's Office notifies faculty to be reviewed of materials necessary to the review, and the deadlines for submitting these materials.

Other continuing faculty (those without term appointments) may also undergo similar reviews.

Each review is conducted by the entire committee. In the absence of a member knowledgeable in the candidate's field, the Committee may solicit the help of other faculty to insure competence in understanding the candidate's teaching, professional development, and service. One committee member takes the role of file overseer, maintaining contact with the Provost's office to ensure that all needed materials are submitted to the file on time. This committee member typically writes the assessment letter, reporting on the committee's discussions.

The first-year review. The materials considered in this review consist of student evaluations, a statement from the department chair, a current curriculum vitae, and a statement from the candidate. Both the departmental and personal statements should assess the candidate's performance so far and identify goals in the three areas of faculty responsibility: teaching and advising, professional development (research, scholarship, and other professional involvement), and service to the College community. The document "FPC Advice and Guidance for Departments with Pre-Tenure Members" should be helpful in preparing materials for the review file.

Because the candidate has been at the College for a short time, this review involves relatively small body of documentation. However, the committee takes this review very seriously as an opportunity for the candidate to intentionally develop a coherent plan for his/her professional trajectory based this initial year of work at K, and to receive meaningful feedback from the committee and the Provost. The committee writes a letter to the Provost summarizing

its findings. The candidate is notified of the results of the process in a private discussion with the Provost shortly after the review takes place, and the letter and a summary of the conversation are placed in the candidate's personnel folder.

Reappointment review (normally undertaken during the third year): This review is conducted by the full committee, which bases its conclusions on a personnel folder containing the following materials:

Provided by the candidate:

- a curriculum vitae or résumé;
- personal statement;
- record of workload (advisees, independent study courses and SIP supervision);
- copies of publications;
- course syllabi;
- other materials deemed relevant by the candidate, the Provost, or the Personnel Committee.

Provided or solicited by Provost's Office and Personnel Committee:

- a detailed statement from the department chair, representing the departmental view and written after confidential interviews with each department member (the department chair may have access to the teaching evaluations in the file);
- statements from chairs of committees, elected, standing, and ad hoc, on which the candidate has served, and from directors of college programs in which the candidate is involved;
- statements from faculty members at large;
- student course evaluations;
- other materials deemed relevant by the Provost or the Personnel Committee.

Candidates will be asked by the Provost's Office to provide the names of committees and programs whose chairs should be contacted for comment. The document "FPC Advice and Guidance for Departments with Pre-Tenure Members" should be helpful in preparing materials for the review file.

One committee member takes the role of file overseer, maintaining contact with the Provost's office to ensure that all needed materials are submitted to the file on time. This committee member typically writes the assessment letter, reporting on the committee's discussions. This assessment letter summarizing the committee's findings is sent to the Provost. The President makes the final decision in the case, which is communicated by the Provost to the candidate by the end of the spring term (see review schedule). A copy of the Personnel Committee's letter is placed in the candidate's personnel folder.

IV. Tenure Reviews

Tenure reviews typically occur in the candidate's sixth year. The candidate is notified by the Provost's Office of materials required and deadlines for completion of the tenure file. The entire Personnel Committee conducts these reviews, making its recommendation to the Provost. One committee member takes the role of file overseer, maintaining contact with the Provost's office to ensure that all needed materials are submitted to the file on time. This committee member typically writes the assessment letter, reporting on the committee's discussions.

As indicated in Section I, in case of disagreement, consultation traditionally occurs in an attempt to reach consensus. The Provost makes a recommendation to the President. According to the Plan of Employment (IV.B.4), should the President disagree with the recommendation of the Faculty Personnel Committee, he or she shall meet with them in an attempt to reach consensus before making a final decision. The President subsequently makes a recommendation to the Board of Trustees. The Board will normally vote on each recommendation at its March meeting.

The Personnel Committee bases its deliberations on a personnel file containing all the materials required for a reappointment file, plus the following, solicited by the Provost's Office:

- letters from former students, current seniors and advisees;
- letters from colleagues and others whose familiarity with the candidate's work may aid the Committee in its deliberations;
- external evaluations from experts in the candidate's field(s);
- a statement from a faculty advocate of the candidate's choice who has read the file. The faculty advocate is generally a senior faculty member who understands the candidate's work and record.

Unsolicited letters from former and current students and from colleagues will also be included.

All material in the candidate's file is open for the candidate's and advocate's review except for the external review letters. If requested, the Personnel Committee will provide the candidate and/or the advocate with a summary of confidential letters.

To compile this information, the candidate is asked by the Provost's Office well in advance of the review to provide the following information:

- a list of potential external reviewers, compiled with the assistance of the department chair and annotated to describe their relationship to the candidate and his or her work. This list should identify experts in the candidate's field(s) who can competently evaluate the candidate's work. It should include faculty from liberal arts colleges as well as research universities, but should not include close associates or collaborators. The Provost may narrow or augment the list. The candidate and the Provost will reach an agreement on the adjusted list, and each may eliminate names for reasonable cause. In case of a disagreement between the Provost and the

candidate over what constitutes “reasonable cause,” the Personnel Committee shall serve as final arbiter, and its decision shall be final. The Provost's Office will contact from the final list a selection of potential reviewers, who are assured confidentiality and paid a stipend for their service.

- a list of former students to be contacted.
- a current curriculum vitae, copies of syllabi, publications, and the personal statement. This packet is sent to the external reviewers.
- the name of the candidate's advocate.

The Provost's Office informs the faculty at large of the impending review and solicits written comment from current seniors, advisees, former students, and faculty. The Committee also solicits student opinion through a mailing to a broad range of recently graduated majors of the relevant department and all advisees of the candidate. Students who request confidentiality will have their names removed and their letters edited and otherwise disguised to protect their identity. The candidate may solicit letters from supporters both on and off campus. The document “FPC Advice and Guidance for Departments with Pre-Tenure Members” should be helpful in preparing materials for the review file.

The Committee begins its deliberations when all its members have read the entire file. In complex or unclear cases, the Committee may interview the department chair, department members, the advocate, or other faculty or administrators whose knowledge of the candidate's performance may be relevant. A summary of such a conversation will be placed in the file. As in other reviews, but most emphatically and carefully in tenure reviews, the Committee evaluates the candidate's record in the three areas comprising the faculty member's role: teaching and advising, professional development, and service. As in retention reviews, teaching is evaluated on the basis of syllabi, department chair reports, student letters, and teaching evaluations, taking into consideration the candidate's teaching load, subject matter, and pedagogy. Faculty have the option to develop teaching portfolios that will include this material plus other data that will help to contextualize teaching: assignments, samples of student work with instructor comments, peer review of teaching, etc. The absence of a teaching portfolio will not adversely affect a review. In evaluating professional development, the Committee relies upon external assessments and context provided by the candidate and the department chair, as well as informed opinion from other knowledgeable faculty who may contribute letters to the candidate's file.

The Provost informs the candidate of the outcome of the review, and the Personnel Committee's letter becomes a part of the permanent file. A positive tenure decision includes promotion of an assistant professor to the rank of associate professor.

V. Promotion Reviews

According to the College Plan of Employment (IV.A.3), a faculty member is normally eligible to be reviewed for promotion to Professor after six years in the Associate Professor rank. However, at any time, the President, the Provost, or the department chair may nominate

outstanding faculty members for consideration for promotion. A faculty member reviewed and not recommended for promotion will not normally be reviewed again for at least two years.

Early in the fall term, the Provost's Office notifies eligible individuals that they may submit abbreviated files containing a curriculum vitae, copies of publications and a personal statement in which the candidate makes a case for promotion based on teaching and advising, professional development, and service. The Provost's Office will include teaching evaluations in the short file. Early in winter term, these files are considered in a meeting of the Personnel Subcommittee on Promotions, consisting of those Committee members who hold the rank of Professor. The subcommittee may be augmented by additional Professors, appointed by the Committee Chair in consultation with the Subcommittee, if necessary. This subcommittee writes a report to the Provost about the strengths and weaknesses of the short file. The Provost conveys this information to the candidate, who will then decide whether to proceed with the process.

Candidates who proceed are asked by the Personnel Committee to submit whatever further materials the committee judges necessary to its deliberations, but in all cases, external reviews are required. As in tenure reviews, the candidate, department chair, and Provost collaborate on a list of external reviewers, and the candidate provides a packet consisting of the curriculum vitae, personal statement, syllabi, and copies of publications. External reviewers' letters are, again, confidential, but summaries will be provided to the candidate upon request.

The Promotions Subcommittee reviews this file and makes its recommendation to the Provost. As indicated in Section I, in case of disagreement, consultation traditionally occurs in an attempt to achieve consensus. The Provost makes a recommendation to the President. According to the Plan of Employment (IV.B.4), should the President disagree with the recommendation of the Faculty Personnel Committee, he or she shall meet with them in an attempt to reach consensus before making a final decision. The President's decisions are announced to the Board of Trustees at their June meeting, but no Board action is required. The Provost informs the candidate of the outcome of the review.

VI. Other Functions

Emeritus/emerita status: The Personnel Committee traditionally proposes to the faculty as a whole the candidacy of retired faculty for emeritus or emerita status.

Conversion of term positions to tenure-track: As a general rule, when a term faculty position is converted to tenure-track, the affected department conducts a national search to fill the tenure-track position. If the department and the Provost are considering appointing the faculty member in the term position to the tenure-track position without a national search, the Provost will ask the Personnel Committee to review the faculty member's Personnel file and make a recommendation.

Faculty Personnel Committee responsibilities for continuing faculty who are not on tenure track:
The Personnel Committee will review all faculty (exclusive of coaches) in continuing positions whose contracts are expected to be renewed indefinitely. Usually, these faculty will be reviewed during the spring of the second year of their three year contracts. The criteria (such as the relative importance of teaching, scholarship, and service) will be determined in consultation with the provost.

If at any time the Provost is considering not renewing the contract of a continuing faculty member for any reason, the Personnel Committee will be consulted before any final decision is made.

Revised February 2012

Faculty Service on Elected, Standing, and Special Committees

A Statement of Principles from the Faculty Executive Committee

Introduction

The role of faculty committees in the governance of colleges and universities is deeply rooted in tradition. For Kalamazoo College this is codified broadly in the *Faculty Bylaws* and occurs in part through elected, standing, and special or ad hoc committees and in faculty meetings. The elected committees include the Faculty Executive Committee (named the Executive Committee of the Faculty in the bylaws) and the Faculty Personnel Committee (named the Personnel Committee of the Faculty in the bylaws). The Faculty Bylaws delegate oversight of these committees to the Faculty Executive Committee. For standing committees this involves assigning faculty members to these committees, approving or setting the agendas of standing committees in consultation with those committees, assisting committees in achieving their goals, and periodically reviewing their charges and compositions. In addition, there are special committees established by administrators or others that call upon the services of faculty colleagues. Membership on faculty committees may include administrators or students in addition to faculty members.

What follows is a statement from the Faculty Executive Committee on faculty committee service that results from the work of restructuring faculty committees over the past several years. The goal of this statement is to clarify faculty committee function with regard to responsibilities of and protections for faculty members; administrator and student membership; general committee operation; and committee chair duties.

Role of Faculty Members

1. Primary Mission – We assume that the primary mission of the faculty is teaching and advising, scholarship, and service.
2. Governance – We assume that faculty members value the role of faculty governance in the life of the College. We assume further that the notion of shared governance involving interaction among faculty, administrators, and trustees is an important goal. This does not mean that faculty members necessarily share with administrators and trustees responsibility and accountability for major decision-making at the College.
3. Faculty Role on Committees – Because much of faculty governance is accomplished through the work of committees, service on them should be seen as an important task for all professors for whom this is a position expectation. Faculty members need to be competent and engaged enough to consider the complex issues that individual committees may address but not necessarily expert in the details of those issues. A critical role for the Faculty Executive Committee is the protection of faculty members' time, and colleagues are encouraged not to assume too many committee assignments at one time

4. Special or ad hoc Committees – Creation and staffing of special committees requiring faculty participation should normally go through the Faculty Executive Committee. Duplication of effort with existing groups, especially faculty standing committees, should be avoided, and whenever possible business should be routed through standing committees. Faculty representatives cannot be provided for every meritorious purpose, and the Executive Committee is often unaware of generation of special committees. Administrators responsible for establishing these committees usually approach those faculty members who will become members but should do so with the concurrence of the Executive Committee.

Role of Administrators

1. Professionalization – As more functions in the academic realm have been assumed by professional administrators, the ability of faculty members to master technically demanding aspects of higher education has declined. Thus certain faculty committees require the input of administrative colleagues. The strength of the faculty governance structure in this regard lies in faculty members' ability to provide alternative perspectives on important issues, including institutional memory, disciplinary expertise, and direct academic contact with students.
2. Numbers of Administrators on Committees – Administrators should not outnumber faculty members on standing committees of the faculty.
3. Membership by Administrators on Several Committees – This aspect capitalizes on the benefit of administrative insight into specific issues handled by different committees. Advantage conferred to administrators by this detailed knowledge should be used to direct the agenda of a given committee with great care.
4. Exclusion of Administrators in Committee Meetings – Standing committees vary in their approach to meeting with administrators whose expertise may be necessary for success in achieving the committee's mission. Faculty committees should define the circumstances under which administrators, particularly those specified for membership in committee charge and composition statements, should be excluded from meetings.
5. Administrator Voting – Individual committees determine procedures for formal voting by administrator members of faculty committees.

Role of Students

1. Investment – Having a major stake in the College's operation and distinctive perspectives, students may contribute to the work of faculty committees. At the same time they are also limited by their experience in contributing substantively to accomplishing a committee's agenda.
2. Selection of Student Representatives – Student representatives are normally elected by the students as a whole or are appointed by the Student Commission.

3. Numbers of students on committees – Students should not outnumber faculty members on standing committees of the faculty.
4. Responsibilities – In order that student representatives function effectively on faculty committees, they should attend committee meetings regularly and read carefully any materials distributed in advance of meetings.
5. Learning experience – Faculty members on committees should ensure that committee membership is a constructive learning experience for students.
6. Exclusion of Administrators in Committee Meetings – Faculty committees should define the circumstances under which students should be excluded from meetings. Examples of taking this action might include discussion of issues that name specific faculty or other staff members.
7. Student Voting – In 2007 the Faculty Executive Committee and officers of the Student Commission reached accord on student voting on faculty standing committees that was approved by the faculty standing committees having student representatives. When formal votes are taken, only one student member will vote on a given committee, and that student will be the most experienced representative. He or she will consult with the other student members in advance of the vote. The Student Commission has devised procedures for handling the absence of experienced student representatives.

Committee Function

1. Current Standing Committee Array – The Faculty Executive Committee periodically assesses the array of standing committees to determine if they are the best ones to accomplishing the mission of the faculty.
2. Charges and Compositions for Standing Committees – At this point committee charges and compositions for all standing committees match current practice reasonably closely. So that these remain current, individual committees need to review their charges regularly and suggest changes as needed; this should be done at a minimum at least yearly. The Executive Committee assumes primary responsibility for periodic review of charges and compositions of all committees periodically.
3. Procedures of the Faculty Executive Committee and the Faculty Personnel Committee – These are posted in the Faculty Handbook and on the Intranet.
4. Faculty Service on Committees – For the elected committees the duration of service for faculty colleagues should be defined by the term of office, usually three years with the possibility of reelection once. Academic and other types of leaves do not suspend the service clock. A replacement should be selected to complete the unfinished term or to cover leave absences. Members of elected committees normally do not serve on standing committees.

Except for unusual circumstances the typical service length for faculty members on standing committees is three years. Exemptions from committee service may be allowed for good reason but must be requested formally; faculty colleagues should not seek exemptions in successive years. The annual committee preference form allows for requests for exemption. The Executive Committee regards the practice of routinely asking for exemption from committee service as unfair to one's colleagues and strongly discourages this.

Because of the difficulty in maintaining continuity in standing committee membership and especially in identifying experienced colleagues to act as committee chairs, exemption for faculty members from assignment to standing committees for work on special committees or other duties requires careful consideration by the Executive Committee. Faculty colleagues, especially untenured members, who are in doubt about accepting assignments on special committees, should consult with their Executive Committee representatives or other trusted associates. Service as department or division chair does not usually alter one's availability for committee service.

5. Committee Member Lists – A list of membership for all elected, standing, advisory, and many special committees is made available at the start of each academic year. This inventory is a resource that should be consulted when committee staffing by members of the College community is undertaken.

Committee Chair Responsibilities

The Faculty Executive Committee acknowledges the considerable burden assumed by faculty colleagues chosen to serve as committee chairs. To assist chairs in accomplishing their duties we suggest the following guidelines:

1. The Chair's Role – The Executive Committee recognizes the importance of having experienced faculty members assume the role of committee chair and the occasional risk assumed by chairs when committees confront controversial issues. For that reason we believe that untenured colleagues should become committee chairs only when that is absolutely unavoidable.
2. Meeting Times – Committees should find meeting times during regular College business hours that do not impose unreasonable burdens on members. This assumes that faculty colleagues and others show sufficient flexibility in their schedules to permit a range of satisfactory meeting times. If this cannot be done, then the impasse should be referred to the Faculty Executive Committee.
3. Consultation – Committees should work in tandem with other committees as appropriate, particularly when issues overlap with several committees' portfolios. Progress on realizing each committee's agenda should be communicated to the Executive Committee.

4. Report at Faculty Meetings – Committee chairs should report on committee business with sufficient frequency to allow the faculty to keep abreast of the committee’s activities. There is, of course, no requirement to report at every faculty meeting.
5. Policy Changes – When committees contemplate bringing major policy or procedure changes to the faculty, the Executive Committee should be informed in advance of such action. This allows for consultation about matching the agendas of committees having common interests and about scheduling and strategies for issues brought to the monthly faculty meetings, among other considerations.
6. Charges and Compositions – Committee chairs should be mindful of the need to review charge and composition statements at least yearly.

March 31, 2006

Revised May 1, 2007

Faculty Standing Committees

Missions, Compositions, and Charges

Committee charge statements for each faculty standing and advisory committee are given in this section of the *Faculty Handbook*. They have been developed by each committee and have been compiled by the Faculty Executive Committee, and each follows a standard format that is given below. The goal of this compilation is to provide enough information so that committees in future years may conduct the business of the faculty without relying solely on institutional memory.

Each committee's statement includes the following sections:

Responsibilities

Composition

Faculty Executive Committee
August 03, 2011

ACADEMIC CLUSTER

(ACADEMIC STANDARDS, ASSESSMENT, EDUCATIONAL POLICIES, EXPERIENTIAL EDUCATION, TEACHING AND LEARNING)

Academic Standards Committee (ASC)

Responsibilities of Faculty on Academic Standards Committee

Faculty (and administrators) on Academic Standards Committee (ASC) help ensure that Kalamazoo College upholds the academic policies and procedures of the College as set forth in College catalogues and other college documents. Members of ASC will endeavor to accomplish the following:

1. Recommend, to the faculty, candidates for the BA degree who have fulfilled all graduation requirements.
2. When appropriate, remind faculty, individually and as a group, of College policies related to academic issues.
3. Review all student grades at quarter's end and instruct the Registrar to commend, dismiss or place students on probation according to College policy.
4. Decide on requests for readmission by students dismissed for poor academic performance.
5. Hear student requests for exceptions to College policies and procedures and recommend exceptions to the faculty at the regular faculty meetings.

With regard to some policies, the Academic Standards Committee has been given responsibility by the faculty for final disposition of certain classes of requests for exceptions. These include the following:

- a. Substitutions for the graduation requirements,
 - b. Waivers of units needed for graduation up to 0.2 unit,
 - c. Approval of non-automatic course overloads,
 - d. Grade changes for reasons other than clerical or calculation error (including retroactive course withdrawals),
 - e. Waivers of the residency requirement.
6. Recommend to other College committees and/or to the faculty changes in College policies and procedures based on ASC's experience with the above issues.
 7. Annually review and update the Academic Policies and Procedures section of the College catalogue to reflect faculty and committee decisions during the previous year.

Note: all voting on ASC requires a quorum (one more than 50%) of faculty representatives.

Composition of Academic Standards Committee

Four (4) voting faculty will be appointed for service on ASC by FEC. In addition, FEC recommends that two voting administrators (Registrar and Dean of Students) and two non-voting resource administrators (Dean of the First-Year Experience and Director of Financial Aid) serve (*ex officio*) on ASC.

Assessment Committee (AC)

Responsibilities of Faculty on Assessment Committee

Faculty (and administrators) on Assessment Committee (AC) study, review, and assess the College's educational programs, curricula, and academic departments. To these ends, members of AC endeavor to accomplish the following:

1. Create, implement, and oversee processes for assessment of educational programs of the College, particularly general education, for their on-going improvement.
2. Convey findings and recommendations from assessment to appropriate members of the campus community, particularly the Educational Policies Committee.
3. Establish guidelines, guidelines and timetable for regular external reviews of departments and programs; review actions taken subsequent to external reviews; and, when appropriate, consult with departments effecting changes prompted by external reviews.

Composition of Assessment Committee

Four (4) faculty will be appointed for service on AC by FEC. In addition, FEC recommends that administrators actively involved in assessing the curriculum (*e.g.* Associate Provost for Teaching, Learning, and Assessment and the Director of Institutional Research) consult with the committee when appropriate.

Educational Policies Committee (EPC)

Responsibilities of Faculty on Educational Policies Committee

Faculty (and administrators) on Educational Policies Committee (EPC) oversee the educational programs of the College for which academic credit is granted. Members of EPC will, therefore, endeavor to accomplish the following:

1. Recommend to the faculty any addition, or removal, of a course or program to, or from, the curriculum of the College.
2. Review other curricular changes proposed by departments.

3. Make recommendations to the faculty on matters of educational policy.
4. Advise the Provost and other administrators on matters of educational policy.
5. Review applications from departments for open tenure-track faculty lines and review proposals to add, move, or eliminate lines and advise the Provost when lines are assigned to departments.
6. Annually review and update curricular sections of the College catalogue to reflect faculty and committee decisions during the previous year.

Composition of Educational Policies Committee

At least eight (8) voting members from the faculty will be appointed for service on EPC by FEC. At least one member will be a library faculty. In addition, FEC recommends that non-voting representatives from appropriate administrative offices (including the Registrar and Associate Provost for Curriculum and Faculty Development) serve (*ex officio*) on EPC. FEC also recommends that, when possible, at least one student – selected by the Student Commission – serves on EPC (note: the student member(s) will have a single vote on the committee).

Experiential Education Committee (EEC)

Responsibilities of Faculty on Experiential Education Committee¹

Faculty (and administrators) on Experiential Education Committee (EEC) shall generally promote experiential education at Kalamazoo College and, more specifically, (1) help inform the faculty of the relationship between experiential education and academic programs; (2) examine, encourage and support integration of experiential education into the general academic program; and (3) foster faculty outreach to communities beyond the Campus. To these ends, members of EEC will endeavor to accomplish the following:

1. Review and make recommendations related to the College's on- and off-campus, domestic and international experiential programs with regard to the:
 - a. Availability of off-campus programs to students, including any changes in the following:
 - i. Overall and program-specific enrollment caps,
 - ii. Overall and program-specific financial aid availability,
 - iii. Existence of actual programs or program sites.
 - b. Administrative and evaluative role of faculty in off-campus programs.

¹ Note: Acronyms used here mean the following: ACSJL – Arcus Center for Social Justice Leadership; CCPD – Center for Career and Professional Development; CIP – Center for International Programs; and MJUSISL – Mary Jane Underwood Stryker Institute for Service-Learning.

- c. On-going operation of the programs, initiatives, and projects managed by the ACSJL, CCPD, CIP, and MJUSISL.
2. Assist the ACSJL, CCPD, CIP, and MJUSISL with program reviews and other assessment activities.
3. Provide faculty input on faculty grant applications and student petitions for one-time-only program participation.
4. Bring to the faculty regular reports and items or proposals that require faculty action.
5. Annually review and update experiential education sections of the College catalogue to reflect faculty and committee decisions during the previous year.

Composition of Experiential Education Committee

Five (5) faculty will be appointed for service on EEC by FEC. In addition, FEC recommends that the Director of the CIP, the Director of the CCPD, the Director of the MJUSISL, and the Academic Director of the ACSJL serve (*ex officio*) on EEC. FEC also recommends that, when possible, two students – selected by the Student Commission – serve on EEC.

Teaching and Learning Committee (TLC)

Responsibilities of Faculty on Teaching and Learning Committee

Because our institutional mission centers on teaching and learning, faculty (and administrators) on Teaching and Learning Committee (TLC) support good teaching and strive to keep teaching and learning at the center of the College's collective thinking. As such, members of TLC will endeavor to do the following:

1. Monitor the Shared Passages Seminars, advise the Educational Policies Committee and Provost's Office on needs of this program, and provide development opportunities for program faculty.
2. Examine curricular and course structures – in light of teaching and learning issues – and create pedagogical and course design initiatives to enhance teaching development and student learning.
3. Act as the planning committee for the fall Teaching and Learning Symposium, the purpose of which is to launch each academic year with a half-day devoted to dimensions of teaching and learning informed by recent scholarship and practice.
4. Supervise the Teaching and Learning website of the College, acting as the clearing committee for new content.

5. Encourage the College to support, acknowledge, and value the Scholarship of Teaching and Learning in Faculty Development proposals, in retention, tenure, and promotion files, and in leave proposals.
6. Survey the faculty to ascertain teaching needs, interests, and concerns.
7. Support faculty development in learning-centered teaching in the following ways:
 - a. Provide grants to enable faculty to take advantage of off-campus opportunities to enhance teaching;
 - b. Sponsor visiting speakers who bring expertise in some area of teaching and learning;
 - c. Collaborate with other campus groups on projects related to teaching and learning;
 - d. Develop and promote new programs designed to enhance learning-centered teaching.

Composition of the Teaching and Learning Committee

Four (4) faculty will be appointed for service on TLC by FEC. In addition, FEC recommends that the Associate Provost for Teaching, Learning, and Assessment as well as the Dean of the First-Year Experience serve (*ex officio*) on the TLC. FEC also recommends that the Director of the Academic Resource Center serve as a consultant to the committee on an ad-hoc basis.

FINANCIAL CLUSTER

(ADMISSION AND FINANCIAL AID, FACULTY DEVELOPMENT, PLANNING AND BUDGET)

Admission and Financial Aid Committee (AFAC)

Responsibilities of Faculty on Admission and Financial Aid Committee

Faculty (and administrators) on Admissions and Financial Aid Committee (AFAC) shall review policies and procedures of the College that relate to criteria for admission of students to the college. Members of AFAC will endeavor to accomplish the following:

1. Determine the academic criteria for admission of students.
2. Make recommendations on student admissions applications that present special difficulties.

Composition of Admission and Financial Aid Committee

Four (4) faculty will be appointed for service on AFAC by FEC. In addition, FEC recommends that the Dean of Admission serves (*ex officio*) on AFAC.

Faculty Development Committee (FDC)

Responsibilities of Faculty on Faculty Development Committee

Faculty (and the administrator) on Faculty Development Committee (FDC) seek to foster and encourage a life of learning for faculty. As such, members of FDC endeavor to accomplish the following:

1. Seek ways and means of encouraging faculty development and apportion to individuals the amount of financial assistance that the budget supports.
2. Establish and revise guidelines and application forms in recognition of evolving venues for faculty development.
3. Review faculty proposals for sabbatical and other academic leaves.

Composition of Faculty Development Committee

Four (4) faculty will be appointed for service on FDC by FEC. In addition, FEC recommends that the Associate Provost for Curriculum and Faculty Development serves (*ex officio*) on FDC.

Planning and Budget Committee (PBC)

Responsibilities of Faculty on Planning and Budget Committee

Faculty (and the administrator) on Planning and Budget Committee (PBC) are responsible for communication, planning and policy formation, and audit review as related to the College's budget and financial conditions. As such, members of PBC will endeavor to accomplish the following:

1. Communication – report to the faculty the broad outlines of the institutional budget and financial condition, and prompt the faculty when intervention or additional discussion is needed on particular issues of a financial nature.
2. Planning and Policy Formation – function as an interface between the faculty and the administration on financial issues, and assist the administration, and indirectly the Board of Trustees, with formation and evaluation of financial policy and institutional budgets. The primary point of contact with the administration is the Vice President for Business and Finance. The primary means of interacting with the Board is through participation (as an observer) in meetings of the Audit and Finance Committee of the Board; PBC may occasionally also interface with the Investment Committee of the Board.
3. Audit Review – function as part of a system of financial safeguards, designed to insure that expenditures and revenue are properly accounted for in ledger entries, and are fairly represented in presentations of the institutional budget and balance sheet. Primary responsibility for this task rests with the Business Office, the external auditors hired by the College, and the Audit and Finance Committee of the Board. The process established by the Board of Trustees for external audit of college finances requires the presence of a faculty observer at the audit review, but not participation in the audit itself. This observer is generally a member of the Planning and Budget Committee.

Composition of Planning and Budget Committee

Five (5) faculty, who have interest and/or expertise in budgetary matters, will be appointed for service on PBC by FEC. In addition, FEC recommends that the Strategic Planning Coordinator and the Vice-President for Business and Finance serve (*ex officio*) on PBC.

ADVISORY CLUSTER

(ATHLETICS, INFORMATION SERVICES, AND STUDENT LIFE)

Athletics Advisory Committee (AAC)

Responsibilities of Faculty on Athletics Advisory Committee

Faculty on Athletics Advisory Committee monitor, communicate, and provide advice on issues related to athletics and advocate for the entire College community (Faculty, Students, and the Physical Education Department) on issues related to athletics. In addition, faculty representatives on AAC assist in upholding policies and procedures of MIAA and NCAA as set forth in the College catalogues and other college documents. Possible tasks include, but are not limited to:

1. Advocate for concerns of athletes to the Faculty, the Student Government, and the Administration.
2. Bring concerns of the Faculty, Student Government, and the Administrative to the Physical Education Department.
3. Help coordinate roles and duties of FAR (Faculty Athletic Representative), SAR (Student Athletic Representative), and AAR (Administrative Athletic Representative) to the MIAA and NCAA. These roles and duties include, but are not limited to:
 - a. Liaison with the MIAA NCAA Compliance Officer; understand regulations necessary for the college and duties of the office,
 - b. Attend MIAA meetings in fall and spring. MIAA rules require FAR representatives to attend MIAA meetings on behalf of the college. Meetings are typically scheduled on a Tuesday in weeks 7-10 and require a full day of attendance,
 - d. Remind the Faculty Executive Committee that continuity of appointments to the Athletics Committee is critical because effective service at the MIAA and NCAA requires knowledge of rules and regulations of the two organizations,
 - e. Coordinate the application process for NCAA graduate school scholarships.
4. Serve in an advisory role to the Physical Education Department in matters and decisions that affect the College community as a whole.

Composition of Athletics Advisory Committee

Two (2) faculty will be appointed as Faculty Athletic Representatives (FARs) and for service on AAC by FEC. There should be at least one returning faculty member, and one faculty member of the AAC must be female. In addition, FEC recommends that two to three students (one of whom must be female) also serve on AAC. The Director of Athletics will chair AAC.

Information Services Advisory Committee (ISAC)

Responsibilities of Faculty on Information Services Advisory Committee

Faculty on ISAC monitor, communicate, and provide advice on planning for information technology and to advocate for the College community on issues related to faculty, staff, and student use of Information Services to promote teaching, learning, and research.

Issues include but are not limited to the following:

1. Classroom technology.
2. Computer use in offices, laboratories, and residence halls.
3. Satellite operations such as higher-level Computer Science, Fine Arts, Foreign Language labs, and research computers.
4. The College Library.
5. Any special projects, plans, initiatives, or consulting recommendations related to Information Services.

Composition of Information Services Advisory Committee

Two (2) faculty will be appointed for service on ISAC by FEC. In addition, FEC recommends that three administrators – Associate Provost for Information Services, Associate Provost, and the Director of Libraries – also serve on ISAC, along with two staff members and two students (decided by Student Commission). The Associate Provost for Information Services will chair ISAC.

Student Life Advisory Committee (SLAC)

Responsibilities of Faculty on Student Life Advisory Committee

Faculty on Student Life Advisory Committee help foster a positive learning environment in the Kalamazoo College community by participating in the forum for raising awareness of campus issues and seeking ways to invigorate campus life. Members of the SLAC will endeavor to accomplish the following:

1. Allocate time at each meeting to address student needs, concerns, and current issues. Matters regarding student life will be addressed and responded to on an ongoing basis.
2. Share announcements, discussions and outcomes with their respective constituencies.
3. Consider requests from all campus constituencies and collaborate with others to respond to issues and support development of the campus community.
4. Review nominations for honorary degrees, and report discussion outcomes at FEC meetings.

Composition of Student Life Advisory Committee

Two (2) faculty, one of whom is returning to SLAC, will be appointed for service on SLAC by FEC. One of the two faculty representatives on the SLAC should be from Athletics because of their frequent contact with a large fraction of the student body. In addition, FEC recommends that SLAC be composed of at least the following: the Dean of Students; two Student Development staff members; and three to four students as elected by the Student Commission election and who will also serve as the reporting representatives of SLAC to the Student Commission. FEC recommends that one to two of these students be elected for an entire academic year. The Dean of Students will chair SLAC.

Faculty Development Policies

Faculty Development Grants

The Faculty Development Committee (FDC) has funds to support a number of professional activities, including faculty development, instructional development through the Teaching and Learning Committee, and Faculty/Student Summer Research Grants.

General Guidelines

1. Please use the electronic FDC forms when making applications for any grants. These may be obtained at the FDC's home page on the College's intranet where you will also find procedures and guidelines for these applications.
<http://www.kzoo.edu/knet/fdc/grlvhdl.html>
2. Applications must be submitted in a timely manner in advance of the anticipated expense. (In consideration of the Committee members' time, please submit applications no later than one week prior to the date of the event.) While the Committee attempts to serve the needs of faculty members and takes into account extenuating circumstances, it typically refuses funding for applications it receives after the proposed activity has taken place.
3. The maximum reimbursement for meals and tips while away from campus is a daily \$36 per diem, with \$27 per diem on days of travel. No records or receipts are required for reimbursement of these expenses. The per diem is to cover meals and incidental expenses including tips for services (IRS regulations). What this means is that you will receive \$36 per day to cover meals and all tips such as tips at the restaurant, tips for the bell boy at the hotel, tips for a car driver, etc.

There is no per diem or meal reimbursement for day trips. Example: you drive to Grand Rapids at 6:30 a.m. for a 9:00 a.m. meeting and return home at 6:00 p.m. IRS guidelines do not permit meal reimbursement for day travel.

4. Use of a personal car for transportation may be reimbursed at the rate established by the Business Office (currently at 55.5¢ per mile). Use of a College-owned car may be reimbursed for up to the fees listed on the Facilities Management Web site at www.kzoo.edu/facman/. Reservations for use of these vehicles should be made with Facilities Management, and you must notify Kitty Momburg so that she can provide the correct account number for the expense. If train or discounted airfare is available and less expensive, FDC may fund the lower rate. Flights from Kalamazoo to final destination cities such as Grand Rapids, Detroit, Chicago, etc. will not be reimbursed because the cost of train or car travel is so much less expensive.
5. Faculty making requests are asked to minimize costs through such means as sharing of rides and accommodations and purchase of discounted airfare tickets.
6. Receipts for reimbursement must be given to Kitty Momburg in the Provost's Office within 2 weeks of the travel or use of funds. Delays in reporting expenses make it

difficult for the FDC to know exactly how much money it has left to disburse. Kitty Momburg will also handle requests for travel advances. When you incur expenses associated with a FDC travel grant, you may submit valid receipts for immediate reimbursement.

Professional Development Projects and Travel Grants: Projects funded include research or creative projects, preparation of manuscripts for publication or presentation, as well as attending, officiating, or delivering papers at conferences, workshops, and professional association meetings.

Faculty members on full-time appointments are eligible to apply for Professional Development Grants. Part-time faculty or others who do not fall into the preceding categories will be considered eligible only with the Provost's approval. Please note that faculty with endowed chair funds are not eligible for FDC funding. Once approved, an electronic award letter will be sent to the faculty member's college e-mail address.

Grants for the purpose of attending a conference or annual meeting where one is not presenting a paper and is not a major participant may not exceed \$600. Grants for presenting a paper or otherwise actively presenting one's research/artworks will be funded fully up to \$1,600. Grants for chairing a session or participating in a panel discussion will be funded up to \$900.00. Grants for archival or site research will be funded up to \$900. All such grants are contingent upon budget availability.

Faculty are limited to \$1,600 per fiscal year in total FDC award funds. Professional librarians and physical education faculty are limited to one \$600 award per year.

NEW: Awards will not be given by both Faculty Development and the Teaching and Learning Committee for the same conference/workshop/meeting. Choose the funding method that best suits your request.

Instructional Development Grants: Grants starting at \$500 are available for faculty who would like to attend conferences on teaching, learning, and/or the scholarship of teaching. These grants may also be used by faculty interested in developing new courses or revising existing ones, and also for new pedagogical projects for use in the classroom. All faculty members on full-time appointments are eligible for these grants. Part-time faculty or others who do not fall into the preceding categories will be considered eligible only with the Provost's approval. Faculty interested in an instructional development grant should complete the on-line application found on the Faculty Development website and submit it electronically to the Teaching and Learning Committee.

Application should be completed and submitted electronically by Wednesday of 8th week. Please note that grants can be retroactive to the start of this fall quarter. TLC will meet to review applications and award the first round of grants by 10 week of fall quarter.

NEW: Awards will not be given by both Faculty Development and the Teaching and Learning Committee for the same conference/workshop/meeting. Choose the funding method that best suits your request, please.

Faculty/Student Summer Research Grants: The Faculty Development Committee provides grant money for faculty members involved in “Faculty/Student Summer Research” projects. In order to be eligible for funding, the following criteria must be met:

- 1) A student is invited into a faculty member’s research project.
- 2) The project is meant to be a collaborative effort between the faculty member and the student.
- 3) The project must benefit both the faculty member and the student.

Students receive stipends for actively participating in, or otherwise supporting, the faculty member's research. Research equipment and stipends for faculty are generally not funded. All faculty members on full-time appointments are eligible for these grants. Part-time faculty or others who do not fall into the preceding categories will be considered eligible only with the Provost's approval.

For consideration of funding, applications must be submitted electronically or by campus mail to Peter Erdi, in the Physics Department by the Friday of 7th week (Spring term). There is a limited amount of funding so late applications will not be considered. FDC will make a decision on the grant awards by the end of ninth week.

Other Grants: Information regarding other grants such as the Beeler One Quarter International Leave, LaPlante Faculty Grants, NITLE, etc. can be found on the Faculty Development website at <http://www.kzoo.edu/knet/fdc/>.

Leave of Absence Program

1. Purpose of a Formal Leave Program — The major purpose of any leave program is renewal. It is accepted that long-term effectiveness and excellence as a faculty member depends on self-renewal. As subject matter in each discipline expands with increasing rapidity—even crossing traditional disciplinary boundaries—renewal is essential for good teaching and scholarship. As a cornerstone of any faculty development program, leaves can promote effective teaching and help in recruitment and retention of a strong faculty. Thus, a leave program is advantageous to the professor granted the leave and is equally advantageous to the College.

Some direct uses of a leave could include the following:

- A. Renewal through some plan of study in one's field or a new field consistent with one's professional development and College goals.
- B. Teaching improvement, course revision, or new course or program development
- C. Scholarly research, professional writing or other creative activity.
- D. Travel related to one's teaching and discipline.

There may be other appropriate activities as well. The leave program described below is intended to provide a flexible structure for achieving both faculty and College goals.

2. Nature of the Kalamazoo College Leave Program — The leave program has four parts: 1) sabbatical leaves; 2) transitional sabbatical leaves; 3) academic leaves; and 4) unpaid leaves. Since the purposes and criteria for the various kinds of leaves differ, the administration of these parts of the leave program will vary somewhat, as indicated in subsequent sections. Granting of a sabbatical will depend both on approval of the faculty proposal by the Faculty Development Committee and an assessment by the Provost and the Chair of the appropriate academic department that the teaching needs of the College will be met.
 - A. Sabbatical leave - following at least six years of full-time service to the College and/or associated professional activity in College-approved programs or the equivalent, a faculty member is eligible to take one of the following leaves if approved:
 - 1) One quarter's leave (at full annual pay*), or
 - 2) Two quarters' leave (at eight-ninths annual pay*), or
 - 3) Three quarters' leave (at two-thirds annual pay*).
 - B. Transitional sabbatical leave - for teaching faculty members planning retirement prior to age 65 (See section on Faculty Retirement Policy for specific eligibility requirements).
 - C. Academic leave - any faculty member who has successfully completed the first retention review may apply to receive one quarter's leave at full pay.
 - D. Unpaid leave - any faculty member may apply *to the Provost's Office* to receive one or more quarters' leave without pay.
3. Criteria for Judging Leave Applications — All leave applications must include evidence of consultation with the relevant department and division chairs, and other program directors, as appropriate, to assure: 1) continuity and continued strength of offerings and programs during the leave; and 2) the best possible coordination of the faculty member's and College's needs or goals. All leaves require the approval of the Provost. Additional information on criteria and procedures for applying may be obtained from the Faculty Development Committee. Some general criteria and special considerations for the four categories of leaves follow:
 - A. Sabbatical leave - this kind of leave represents the College's long-term investment in the development of its continuing faculty. As such, the criteria for the awarding of a sabbatical leave balance institutional needs and goals with those of the faculty member involved.

Among the specific considerations for the granting of sabbatical leaves are these:
1) quality of the proposed project; 2) schedule of previous leaves; 3) evidence of

* The faculty member is covered by the same fringe benefits, at the same level, with the College paying its normal share as if he or she were teaching on campus. Contributions to the TIAA/CREF retirement program, in this instance, are determined on the basis of full annual salary, not the reduced amount.

productivity of previous leaves; and 4) likelihood of long-range contribution of the leave to the enrichment of the College environment.

- B. Transitional sabbatical leave - the specific conditions of this type of leave are guided by conditions set out in the section on Faculty Retirement Policy and are subject to agreement between the faculty member and Provost.
- C. Academic leave - there are two general purposes for academic leaves: 1) for program development—to give faculty members time to create or improve courses, curricula, or other programs needed to implement changes planned by the College; and 2) for other scholarly work or creative endeavors which would eventually be expected to positively influence one's teaching and professional development.

Important considerations for the granting of program development leaves are the following: 1) evidence of College support for the proposed objective (e.g., from the Educational Policies Committee or the Academic Administration) and 2) specificity of programmatic outcomes.

Academic leaves are intended to complement the sabbatical leave program, providing opportunities for both tenured and untenured faculty to undertake projects too large to be completed within a single "off" quarter. In all cases the quality and specificity of the proposed activity and outcomes are important considerations, including evidence of productive use of the normal off quarter in association with the project. Because these leaves are funded by a variety of endowed and budgeted sources, they vary somewhat in criteria and eligibility. Additional information about research leave opportunities can be obtained from the Faculty Development Committee.

- D. Unpaid leave - while such leaves might be granted for a variety of purposes, usually unpaid leaves fulfill needs, personal or professional, of the faculty member involved. Faculty members should direct requests for unpaid leaves to the Provost; the Faculty Development Committee does not usually act on these requests.

Further policy on personal and academic leaves is covered in Section 9: "Leave and Flexible Workload Policy" of the Faculty Handbook.

- 4. Conditions of Accepting College Support for a Leave — Except for the transitional sabbaticals, a faculty member granted a sabbatical leave is expected to return to Kalamazoo College following the leave and teach for at least one academic year from the date of return. Similar conditions may be imposed upon academic leaves at the time of their granting. Upon return from a sabbatical leave, the faculty member is expected to file a written report of the leave program with the Provost's Office and the Faculty Development Committee. When appropriate, the faculty member may also be asked to give an oral report to the faculty.

5. Financing the Kalamazoo College Leave Program — The expense of the College leave program is borne by the Instructional Budget. Supplemental funds are occasionally available to the College from external sources. In view of the fact that these budgetary allocations are limited, acquisition of outside supporting funds is essential to maximize participation in the leave program.

Each year, various private and corporate foundations and federal agencies provide special programs and grants for faculty development and research projects. Any comprehensive leave program should take these opportunities into consideration, both for the resources they provide and for the prestige they bring to the individual and to the College.

Individual faculty members who secure such grants contribute thereby to the total leave program. They release College funds to support those who, although otherwise eligible, might be denied support because of lack of funds.

Each faculty member applying for a leave under the College leave program is, therefore, urged and encouraged to file applications with one or more outside organizations. Such organizations include NSF, ACS, NIH, DOE, Ford Foundation, NEH, Fulbright, and, increasingly, corporate, private, and international agencies and foundations. Faculty intending to take leaves should plan sufficiently far in advance so as to take into account application deadlines of appropriate support programs. Information regarding various foundations, federal grants, and other opportunities may be obtained from the Assistant Provost for Institutional Support and Research, the Development Office, or the Faculty Development Committee. Since the College attempts to provide incentives to those receiving substantial outside support, applicants for leave are expected to inform the Faculty Development Committee about their efforts to obtain outside funding.

6. Income and Expenses During Sabbatical Leaves — A faculty member may receive outside funds during the sabbatical year; however, all such sources of additional income must be reported to the Provost's Office. These funds may be used by the faculty member to cover the difference between full salary and the fraction of salary provided by the College. In addition, he or she may, with the approval of the Provost's office, use funds over and above full base salary to cover: 1) unusual living and travel costs in connection with scholarly work or study away from home; and 2) expenses for books, tuition, equipment, etc. connected with the leave project. The faculty member must submit an estimate of income and expenses to the Provost's office prior to accepting the outside funds.

To the extent that outside funding is greater than the amount represented by the aggregate of items in the above paragraph, the College may reduce its contribution.

7. Administration of the Leave Program — The development of policies and procedures and their implementation is to be carried out by the Faculty Development Committee in consultation with the Provost. The Committee's recommendations on the awarding of leaves are forwarded to the Provost who, in turn, forwards the Committee's

decisions and the Provost's own recommendations to the President. The President is the final authority in the awarding of leaves.

The Provost's Office reserves the right to review the arrangements, both financial and programmatic, of successful applicants prior to the start of their leaves of absence.

To ensure that FDC will be able to fund as many faculty as possible, we ask that you indicate to the Provost, as soon as possible whether you are intending to apply for an academic leave. FDC asks that applications for sabbatical and one-quarter academic leaves be submitted no later than the Friday of sixth week of fall term.

May 2008

Employment Policies

(For more information, see *Human Resources* in Section 10 of this Handbook and also details on the Human Resources website at <http://www.kzoo.edu/hr/policies.htm>)

A. *Benefits*

A.1 Medical, Disability and Life Insurance

Regular full-time employees and regular employees who work at least half-time are eligible to participate in the College's benefit programs. Requirements specific to each plan are available from the Human Resources Office.

Kalamazoo College provides health insurance coverage for eligible employees. Both the College and employee contribute to premiums for health insurance for the employee. Coverage for spouses, eligible dependents and domestic partners is also available. Spouses and partners with coverage available through their own employers are required to enroll in that coverage. The College does not contribute to the cost of dependent coverage for employees with less than a $\frac{3}{4}$ time appointment (.75 FTE). The employee's share of the health insurance premium is taken on a pre-tax basis through a flexible benefit plan unless the employee waives this option.

Kalamazoo College provides basic term life insurance for eligible employees in the amount of two times annual base salary with a minimum coverage level of \$50,000 and a maximum coverage level of \$100,000. The basic life insurance program is non-contributory. In addition to the basic program employees may elect optional term life insurance at their own cost for the optional program through payroll deduction.

Kalamazoo College also provides long term disability insurance for eligible employees who have completed one year of service to the College which is waived if the employee is coming from comparable coverage with no more than 90 days lapse of coverage. The College pays 100% of the insurance premium, with the level of benefits determined by annual salary. Benefits in the event of disability is 60% of salary, integrated with social security benefits, following a six-month elimination period. This includes a monthly annuity premium benefit credited to the 403(b) plan.

Medical and term life insurance coverages take effect on the date of employment, provided the employee completes the required paper work within 30 days of that date.

The Michigan Workers' Compensation Act has provisions that govern the treatment of persons who suffer a work related injury. An employee in such circumstances should get immediate medical treatment and report to the Human Resources Office either directly or through the immediate supervisor.

A summary plan description for each benefit plan has been developed by the Human Resources Office to comply with the Employee Retirement Income Security Act (ERISA). Brochures setting forth specific eligibility requirements, benefits provided, and claim procedures are also available.

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), a Federal law, requires that the College offer extended health-care coverage, at the group rate, under certain circumstances where coverage would otherwise end. The College will provide proper notice and information when circumstances require.

The College reserves the right to modify and/or terminate any group insurance plan at any time subject to the Federal laws and regulations governing such plan.

A.2 Retirement Programs

The College contributes to Social Security for each employee. In addition, the College contributes to a 403(b) defined contribution retirement plan through Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF) for each eligible employee who has completed two years of service to the College. This program includes a basic College contribution of 5% of salary. In addition, an employee may contribute up to 5% of annual salary which the College matches one for one.

A group supplemental retirement annuity program (SRA) through TIAA/CREF is also available with no waiting period for participation.

The Human Resources Office has summary plan descriptions for the TIAA plans and can answer questions concerning eligibility and other plan details.

A.3 Other Staff Benefits

Depending upon employee hire date, children of eligible, full-time employees may receive financial assistance for attendance at Kalamazoo College. Financial assistance for attendance at other institutions of higher education may also be available. Contact the Human Resources Office for details related to eligibility and to specific procedures for application to participate in this program.

Kalamazoo College employees may use such campus facilities as the Anderson Athletic Center, pool, tennis courts, and library. Attendance at fine arts, community reflection, and athletic events is encouraged by the College for its employees. Contact the office of the area in question for more specific information.

The College offers a faculty/staff wellness program which includes the Wellness Room, classes and workshops, family activities, confidential health assessments and one-on-one consultations and coaching. Please see <http://reason.kzoo.edu/wellness/> for details.

Each employee will be provided with an identification card. This card may provide access to certain buildings, entitles the employee to participate in certain events on campus at reduced cost for admission, and provides access to the resources of the College library. It is College property issued for personal use only; use may not be delegated to any other individual. The card must be returned to the Human Resources Office at the time the employee leaves the College. Lost or misplaced cards should be reported at once to the Security Office.

A.4 Paydays

In general, full-time faculty appointments are nine-month appointments with salary paid in 12 equal installments beginning on October 1st of each academic year. Paychecks are available in the business office on the first day of the month; paychecks are not sent through the campus mail. The College encourages the use of direct deposit. Employees may authorize salary deductions for savings or for loan payments to designated financial institutions. Pay advices are available online through WebAdvisor (choose “Employee Profile”) on the College’s intranet. To enroll or make a change in your direct deposit, see <https://reason.kzoo.edu/payroll/>. If the first of the month is a weekend or holiday, checks are available on the last business day prior to the pay date.

A.5 Payroll Deduction

Deductions as required by law are made for federal and state withholding taxes and for Social Security (FICA). Employees are responsible for filing and keeping current all withholding information on the appropriate forms in the Human Resources Office and are available on the Payroll webpage at <https://reason.kzoo.edu/payroll/>.

Employees may also authorize other approved payroll deductions, including the Kalamazoo College Annual Fund, The Greater Kalamazoo United Way campaign, and supplemental retirement annuities (SRA) with TIAA/CREF.

A.6 Personnel Files

The College Human Resources Office establishes and maintains all official records concerning employment. This information may be given only to authorized persons. An employee or former employee may review his/her file after:

- submitting a written request to the Human Resources Office one week in advance, and
- presenting proper identification to the Human Resources Office upon request

Copies of file documents will be provided at cost to the employee upon request.

A.7 Solicitation

Solicitation by employees during working time in working areas by or for any individual, organization, club or cause is prohibited with the exception of College approved charitable campaigns such as United Way.

A.8 Political Activities

Kalamazoo College employees are permitted to participate in political and governmental activities as long as the College does not become directly involved, College resources are not used and the employee fulfills his/her responsibilities to the College.

A.9 Safety and Health

Safety and health require individual responsibility on the part of every College employee. The College expects all employees to contribute positively to health and safety at the College and to report to the Human Resources Office or the Security Office any action or condition which is or might be unsafe or detrimental to the health of anyone on campus. A safety committee, chaired by the Security Director, serves to identify and help to resolve issues related to campus safety.

If an employee is involved in an accident or suffers personal injury arising out of and in the course of College business, the matter should be reported as soon as possible to that employee's supervisor and to the Human Resources Office.

A.10 Employee Information

Certain personal information—date of birth, mailing address, phone number, dependent and tax withholding information, beneficiary designations—shall be provided to the Human Resources Office at the time of employment. The College has a right to rely on the most recent information provided in writing by the employee; it is the responsibility of the employee to notify the Human Resources Office at the time of any change in such information.

A.11 Expense Reimbursement

Expenses incurred while on College business shall be reimbursed if authorized in advance, requested in accordance with Business Office procedures and approved by the appropriate person. See <https://reason.kzoo.edu/business/>.

B. Leaves of Absence

B.1 Purpose of Leave

Leave for up to 12 weeks may be granted to eligible employees who are covered under the Family and Medical Leave Act (FMLA) with job protected leave for qualifying reasons such as:

- For incapacity due to pregnancy, prenatal medical care of child birth;
- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, qualified domestic partner, son, daughter, or parent who has a serious health condition.

Leave for up to six months may be granted for a serious health condition that makes the employee unable to perform the employee's job. Extensions beyond six months may be granted within the sole discretion of the College.

For leave policies specific to faculty, please see Section 9 of this Handbook.

B.2 Notice, Duration, and Certification

When the need for leave is foreseeable, employees are expected to provide 30 days advance notice. When not foreseeable, employees are required to provide notice of the need for leave as soon as practicable. Failure to provide appropriate notice may result in the denial of leave.

The College will require medical certification to support a request for a leave because of a serious health condition and may require recertifications as well as a fitness for duty report to return to work. Medical leaves beyond 12 weeks for an employee's serious health condition may require verification by an MD/DO selected by the College. The medical certification must include the first anticipated date of absence from service to the College and the expected date of return. A fitness for duty report may be required to return to work.

When leave is required for a serious health condition, employees will normally be given 15 calendar days to obtain the necessary medical certifications to support the leave. Employees will be required, unless the College waives the requirement, to recertify the need for the leave at least every 30 days and report in on a periodic basis no less often than every two weeks with respect to their progress, the progress of their parent, spouse, or child, and their anticipated date for return to work.

B.3 Wages and Benefits

During a leave of absence for the employee's own serious health condition, faculty will be provided full salary continuation. This salary continuation will be in effect for the period

of recuperation, not to exceed six months. Payments will occur on the monthly pay schedule.

For the duration of leave under this policy, the College will maintain the employee's health coverage under any group health plan. Such benefit continuation will be for a maximum of six months annually. Any employee contributions to the health plan must be maintained during the leave to maintain coverage. Employees who fail to return from a leave will be obligated to reimburse the College for the cost of the College paid health coverage, except when the employee's failure to return is due to the continuation, recurrence or onset of a serious health condition which would entitle the employee to medical or family leave or other circumstances beyond the employee's control.

B.4 Return to Work

Upon return from a leave of six months or less, employees will be restored to their original or equivalent position, with equivalent pay, benefits and other employment terms. The employee will not lose any employment benefit that accrued prior to the start of the leave.

B.5 Eligibility Year

For purposes of determining eligibility for a leave, the College hereby adopts a rolling 12 month period whereby each time an employee takes family or medical leave, the remaining leave entitlement will be any balance of the 12 weeks which has not been used during the immediately preceding 12 months.

B.6 Personal Leave

In unusual circumstances, not covered by other policies, the College may grant a leave of absence without pay to regular full-time faculty on ongoing appointments. Whenever possible, reasonable advance notice should be given. Leave will not be approved retroactively to cover a prior period of absence. A request for leave should be presented first to the department chair and Provost, and then to the Human Resources Office for approval. If such leave is granted, arrangements must be made with the Human Resources Office regarding any continuation of insurance coverage during unpaid leave.

B.7 Jury Duty and Military Leave

When an employee is selected for jury duty, the College will continue his/her salary at the normal rate of pay.

Employees shall be entitled to military leave pursuant to the provisions of applicable state and federal law and regulations.

B.8 Benefits During Leaves of Absence

Except as provided above, benefits such as retirement, health insurance, life insurance, etc. will continue in force with College contributions as long as an employee is on a paid leave of absence. For unpaid leaves other than those covered above, or in excess of those covered above, fringe benefits paid by the College shall be suspended unless agreed to in writing prior to the start of the leave. COBRA continuation of health insurance at the employee's own cost will be offered where required by law.

Eligible employees who have completed the period of orientation will have health insurance and life insurance provided by the College during an approved disability leave:

- for a period not to exceed the end of the sixth month following the start of the disability leave, or
- until such disability leave is cancelled by return to work, resignation, retirement, or the death of the employee, whichever condition occurs first.

Please note that where insurance or other employee benefit plans are concerned, the terms of the insurance policy or plan will prevail regardless of any statements contained here.

B.9 Severe Weather

An official College closing due to severe weather, power outages, etc., will be posted on the College's web portal and may also be communicated to employees through the K-Alert system which provides notifications through campus email, home phones, and/or cell phones (as provided by employees). Notice of closings is communicated to area radio stations such as WKZO (590 AM) and WMUK (102.1 FM). Broadcast television stations in the southwest Michigan area are also notified and include WWMT (local Channel 3) and WOOD-TV (Grand Rapids Channel 8).

August 2011

Leave Policy for Faculty

Kalamazoo College seeks to provide all of its full-time faculty the support that they need to continue to develop as teachers, as scholars, and as human beings. The College recognizes that personal circumstances of faculty may require some flexibility in terms of leaves for faculty—and corresponding adjustments in the probationary periods for tenure-track faculty. The following guidelines are set down to address those situations that occasionally arise in which full-time faculty might request leaves of absence from the College, and in which pre-tenure faculty may seek to extend the probationary period for a period of time.

1. When an individual receives a sabbatical or academic leave from the College

Faculty may request sabbatical and research leaves of absence from the College. Sabbatical and academic leave requests by tenured faculty will be supported by the Provost if, and only if, (s)he determines that the faculty member's department will not suffer from that faculty member's absence. In some circumstances the College may be able to replace the faculty member in question, but this will not automatically be the case, and the College reserves the right to deny a request by a faculty member for a leave of absence.

If a faculty member requests a research leave funded by the College during the probationary period, that leave may be approved by the Provost if, and only if, the Provost determines that the faculty member's department will not suffer during the period in question. Should a leave of absence be granted by the Provost the faculty member in question will ordinarily *not* be able to extend the probationary period during that period; the period during which time the faculty member will be away from campus will under normal circumstances count toward the probationary period.

2. When an individual receives an external grant and wants a "leave without pay" from the College for a short or extended period of time

Faculty at Kalamazoo College should be encouraged to seek outside research grants. Leave requests by tenured faculty will be supported by the Provost if, and only if, (s)he determines that the faculty member's department will not suffer from that faculty member's absence. In some circumstances the College may be able to replace the faculty member in question using funds made available by the faculty member's unused salary, but this will not automatically be the case, and the College reserves the right to deny a request by a faculty member for a leave of absence. This applies to probationary faculty as well as tenured faculty. To make the prospect of an outside grant more attractive to probationary College faculty, they should normally have the option to extend the probationary period for a period of time. As a general rule, a faculty member should be able to be away from campus for no more than two years during the probationary period, and no more than one of these years can be applied to the probationary period. If there is to be an extension of the probationary period, the faculty member *must* request this

extension at the time that the discussions for the period of leave are originally undertaken. Requests for an extension of the probationary period may *not* be made after the research leave period has begun or after it has been completed.

3. When an individual requests a leave for personal medical reasons, involving an illness that makes him/her unable to fulfill his/her responsibilities to the College

In cases of personal medical exigency the faculty member in question should normally have his or her request for a leave from the College approved by the Provost. For probationary faculty, this should include, with the approval of the Provost, an extension of the probationary period should the faculty member involved request this.

If a faculty member submits to the Provost within six months of an appropriately documented illness a request that the probationary period be extended for an appropriate period of time, the Provost will, within thirty days, respond to the request and if (s)he has approved the extension of the probationary period will note that extension in the faculty member's personnel file. Under normal circumstances this type of eventuality will result only when the cause of the absence is clearly beyond the control of the faculty member.

4. When an individual requests a leave for *family* reasons

Adhering to the Family Medical Leave Act guidelines, Kalamazoo College has a maternity/paternity leave policy for its employees set by and available from the Human Resources Office. At the time that a probationary faculty member requests a leave of this type, (s)he may request an extension of the probationary period of up to one year.

Other leave requests for family reasons by tenured faculty will be supported by the Provost if, and only if, (s)he determines that the faculty member's department will not suffer from that faculty member's absence. In some circumstances the College may be able to replace the faculty member in question using funds made available by the faculty member's unused salary, but this will not automatically be the case, and the College reserves the right to deny a request by a faculty member for a leave of absence.

A probationary faculty member may submit to the Provost a request that the probationary period be extended for an appropriate period of time when a family situation has so distracted the attention of the faculty member that (s)he has not been able to adequately perform his or her duties, entirely for reasons beyond his control. A serious long-term illness of a family member or a death in the family with corresponding long-term distractions might be examples of the kind of situations which might reasonably be eligible for this type of policy.

Requests for this kind of extension of time will normally be decided on a case-by-case basis, after appropriate discussion between the Provost, the faculty member, and the Faculty Personnel Committee. As outlined above, the request for the extension of the probationary period should come within a brief period of the event, six months at the

most. The key, as described above, is that the event would have to be beyond the control of the faculty member and would have to have been a major distraction for the individual.

If a faculty member submits to the Provost within six months of an appropriately documented family event a request that the probationary period be extended for an appropriate period of time, the Provost will, within thirty days, respond to the request and if (s)he has approved the extension of the probationary period will note that extension in the faculty member's personnel file.

5. When an individual has negotiated a shorter-than-normal probationary period at the time of employment and decides subsequently that (s)he wants that shorter period extended

If a faculty member has negotiated an abbreviated probationary period at the time of her/his being hired by the College, and subsequently wants to extend the probationary period back to the "normal" period, (s)he may do so under limited circumstances. The Provost may approve such a change providing that this request is made *prior to* the end of the faculty member's first year at the College. This type of request may be made only once, and once made cannot be changed. In no circumstance can the probationary period be extended to more than the normal six-year term.

Adopted 2/26/98

Faculty Development Flexible Workload Policy For New Faculty Parents

Introduction

The most important resource of Kalamazoo College is its faculty. While we often offer this statement as an articulation of the respect that we have for our hard-working faculty, it needs to be an action principle as well as a statement of general philosophy. Hiring the best faculty available, and then retaining the best faculty who are here, are the most pressing challenges that we face on a year-in, year-out basis.

We have been fortunate as an institution to have been given a significant resource base by trustees in recent years to help us hire the best new faculty available. Our “start up” package – including a course release in the first year, a new computer, individual research funds, and then a full one-term leave following the third year review – competes with the very best such packages in the country to help us attract outstanding new faculty.

This helps us to attract and retain the best faculty, but we need to do more.

A college that seeks to attract and retain the best faculty must demonstrate to its faculty that it understands the resources that are needed by active and productive scholars, and outstanding and caring teachers and advisors, not only to survive, but to flourish.

A college that seeks to attract and retain the best faculty must demonstrate to its faculty that it understands the ultimate value of human relationships, and that the college supports those with family responsibilities.

To this end, Kalamazoo College announced a new policy which took effect in the Fall term of 2002. The policy described here applies to teaching faculty, for reasons that will become clear in the document.

I. The Principles

Parenthood demands time. Being a college professor demands time. It is reasonable to assume that a member of our faculty will not be able to devote the same amount of time to her or his classes and advising, College service commitments, and professional development activities immediately after bringing a baby into the family as was the case before the arrival of the baby.

Under the law, birth mothers are granted six weeks’ medical leave following a birth. Because of the special demands of the teaching role, depending upon when the six weeks’ leave ends the College may not be able to place a faculty member back in the classroom in any specific ten-week academic term. This is because we cannot “hold open” the teaching slot for up to six weeks for an individual; classes must take place

consistently during an academic term. With a ten-week term, if an individual is going to miss more than (more or less) two weeks of the term, it will very likely be necessary for the College to hire a substitute instructor to cover that faculty member's classes: adjunct faculty cannot usually be hired for *part* of an academic term.¹ It would be punitive – and illegal – for us to force our birth mother colleagues to take unpaid leave for the duration of the academic term in which they had medical leave because there were no teaching assignments available for three, or four, or even eight weeks for them to assume.

Kalamazoo College has informally responded to this situation in the recent past by developing and utilizing the principle of a *flexible workload* for new faculty parents. Recognizing that our faculty perform a variety of tasks in a variety of roles *in addition to the responsibilities of a classroom instructor*, the College has asked new birth mothers who have had medical leave to spend the part of the term after they return from medical leave focusing upon *other* responsibilities of their jobs. The focus of their time has been on departmental responsibilities – they may spend time on SIP supervision, working on a departmental web page, contributing to departmental self-study activities, taking a leading role in long-range departmental planning, or on any of a variety of other tasks that would otherwise have to be handled by departmental colleagues in addition to their respective full teaching loads – thus, their flexible workload assignments help the rest of the department as well as the new mother. Similarly, there is never a shortage of College-level work to be done – including committee research, institutional research, participation on search committees, or working with department chairs on special projects – and they might help out with this type of work, as well.

This practice has served us well in the past, and in our current **Faculty Development Flexible Workload** policy we will try to expand it. The principles are the same:

- The College recognizes that faculty development time is crucial for faculty to grow and improve professionally; it is worthwhile for the College to devote resources to this end in order to help its faculty.
- Having a new child in the home will pose an additional challenge for the faculty member in terms of his or her professional growth and development.
- Faculty perform a variety of tasks *in addition to* being classroom instructors; because a faculty member is not serving as a classroom instructor in a given term does not mean that the individual is not working “full time” for the College.

¹ Even if it were possible to hire a visiting faculty member for only part of an academic term, a very good argument can be made that it is not a good idea to do so. Continuity through an academic term has value, and switching instructors mid-term – even if they were both willing to do so – would almost unavoidably disrupt the educational experience of the students involved.

II. Practice

In the Fall, 2002 term we will start a **Faculty Development Flexible Workload** plan that seeks to respond to this need. The key principle is that this is not a work reduction for our faculty, but rather a reassignment of work responsibilities. There are a number of jobs done by Kalamazoo College faculty all the time, and by offering some flexibility in the balance of teaching and non-teaching assignments, we seek to be responsive to a clearly-felt faculty need.

1. Birth mothers. Birth mothers are at the present time entitled to six weeks' medical leave following the birth of a child. (Individual doctors may recommend more than this in specific cases.) If a birth mother will miss more than two weeks of class as a result of a birth (or the medical leave following a birth), the mother will not be assigned teaching responsibilities for the duration of the term of the leave in order to continue to earn a full-time faculty salary (regardless of whether that period is before or after the birth). Rather, a *flexible work* assignment will be made for the remainder of the term for *all teaching responsibilities*.²

If the six-week medical leave period takes place exclusively during the summer, so that the birth mother has not benefited from a flexible work reassignment as a consequence of the birth, then she will be eligible for the option described in #2. The justification for this is simple: our goal is to *help faculty development*. If a mother uses her entire summer in newborn care, she will not be able to engage in research that will contribute to her professional development. We want her to have some part of the time she would otherwise lose, thus justifying the policy outlined in #2.

2. Birth fathers, adoptive mothers and fathers, and birth mothers who did not receive flexible work assignments because their entire "maternity leave" period came during the summer. Our policy will be to give a faculty member who is in one of these four categories a *flexible work reassignment in place of one normally-assigned course* in the term of the arrival of the baby or in a subsequent term of the faculty member's choosing within one year of the arrival of the baby.

In each of these cases, determination of the flexible work assignment will be made in consultation with the Provost and the department chair and documented as early as possible to allow for maximum planning flexibility. In all cases this should take place by first week of Fall for a Spring reassignment, first week of Spring for a Fall reassignment, and Commencement week for a Winter reassignment.

² This recognizes that not all departments have identical teaching responsibilities. In some departments the "normal" teaching load is two courses per term, six courses per year. In other departments – the natural sciences and computer science – the "normal" teaching load is four courses per year, to reflect the extra responsibilities of lab sections of the class.

III. Concluding Comments

Life is not always tidy, and babies are well known for not being considerate of the world around them as they decide when to join us. In most instances our faculty colleagues will be able to predict the approximate arrival date of their babies, but we know that babies often come late, and often come early, and any number of factors can interfere with advanced planning. In all cases a soon-to-be birth mother should notify her chair and the provost as soon as she feels prepared to do so in order to discuss plans for covering for her time away from class. While we understand that families may wish to wait until several months into a pregnancy before making any public announcements, it is clear that warning about the need for a flexible work assignment will help us to minimize problems in the transition. Similarly, birth fathers and adoptive parents will need to make alternative plans well in advance.

We end as we began. The most important resource of Kalamazoo College is its faculty. If we want to have the outstanding faculty that we need to be viewed as one of this nation's premier small liberal arts colleges, we must demonstrate a degree of flexibility and responsiveness – within a context of institutional responsibility to our students and to financial resources – that faculty feel permits them to grow and develop as teachers, as scholars, and as human beings. At the end of the day, this will not only benefit the individual faculty involved, but it will also benefit Kalamazoo College, the other faculty at the College, and the students of the College.

Approved by the Provost's Office and the Faculty Executive Committee, Spring, 2002
Update August 2011

Section 10. Information for New Faculty

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Teaching in the K Community

Academic Calendars

2011-2012

Fall Term

Labor Day 9/5

Orientation 9/7 - 9/11

Classes Begin 9/12

Homecoming 10/22

Fall Break Day 10/14

Classes End 11/18

Exams 11/20-11/22

Thanksgiving 11/24

Grades Due Noon 11/30

Winter Break 11/23-1/2

Winter Term

Classes Begin 1/3 (Tues *)

MLK Day 1/16

Winter Break Day 2/3

Classes End 3/9

Exams 3/11-3/13

Grades Due noon 3/20

Spring Break 3/14-3/25

2012-2013

Fall Term

Labor Day 9/3

Orientation 9/5 - 9/9

Classes Begin 9/10

Homecoming 10/20

Fall Break Day 10/12

Classes End 11/16

Exams 11/18-11/20

Thanksgiving 11/22

Grades Due Noon 11/28

Winter Break 11/21-1/6

Winter Term

Classes Begin 1/7

MLK Day 1/21

Winter Break Day 2/8

Classes End 3/15

Exams 3/17-3/19

Grades Due 3/26

Spring Break 3/20-3/31

2013-2014

Fall Term

Labor Day 9/2

Orientation 9/11 - 9/15

Classes Begin 9/16

Homecoming 10/19

Fall Break Day 10/25

Classes End 11/22

Exams 11/24-11/26

Thanksgiving 11/28

Grades Due Noon 12/4

Winter Break 11/27-1/5

Winter Term

Classes Begin 1/6

MLK Day 1/20

Winter Break Day 2/7

Classes End 3/14

Exams 3/16-3/18

Grades Due Noon 3/25

Spring Break 3/19-3/30

Spring Term	Spring Term	Spring Term
Classes Begin 3/26	Classes Begin 4/1	Classes Begin 3/31
DOGL Student-determined	DOGL Student-determined	DOGL Student-determined
Memorial Day 5/28	Memorial Day 5/27	Memorial Day 5/26
Classes End 6/1	Classes End 6/7	Classes End 6/6
Exams 6/4 - 6/6	Exams 6/10 - 6/12	Exams 6/9 - 6/11
Senior Grades Due Noon 6/7	Senior Grades Due Noon 6/13	Senior Grades Due Noon 6/12
Commencement 6/10	Commencement 6/16	Commencement 6/15
Non-Senior Grades Due Noon 6/12	Non-Senior Grades Due Noon 6/18	Non-Senior Grades Due Noon 6/17
Summer Break 6/7 - 9/9	Summer Break 6/16 - 9/15	Summer Break 6/12 - 9/14

DOGL: During each spring quarter you will see that there is a student-determined ‘holiday’ of sorts called The Day of Gracious Living (DOGL). Professors cancel classes on this day (you will be notified the day before it occurs). It is always on a MWF, and is usually during week 6, 7, or 8. If you have a MWF class, you may want to put a TBA day on your syllabus that you can move depending on when DOGL is, or just know that something may have to be moved or cut to accommodate losing that day of class.

Severe Weather: Closures for severe weather are unusual (although we had 2 last winter, we had 0 in the previous seven years). Official closings will be announced on the College’s web portal and may also be communicated via the College’s K-alert system. Between 5pm and 8am, the college may also notify certain local radio and television stations.

Community Standards

Academic Freedom

The 2010-2011 Kalamazoo College Catalogue includes a statement on Academic Freedom on page 6-7.

Nondiscrimination Statement

The Kalamazoo College Catalogue includes a nondiscrimination statement. This is as follows: an equal opportunity employer, Kalamazoo College is committed to equal rights, equal opportunities, and equal protection under the law. The College administers its programs without regard to race, creed, religion, age, sex, national origin, height, weight, marital status, physical disability as protected by law, or sexual orientation. The College's definition of sexual orientation proscribes discrimination based on a person's heterosexuality, homosexuality, bisexuality, or gender identity, actual or presumed. Inquiries should be addressed to the Human Resources Director, Laura Anderson.

The Honor System

Kalamazoo College operates under an Honor System. This may be found on the College's website at:

<https://reason.kzoo.edu/studev/honorsystem>

Academic Policies and Regulations:

<https://reason.kzoo.edu/studev/policies/dishonest/>

Student Conduct: Authority, Jurisdiction, and Procedures:

<https://reason.kzoo.edu/studev/policies/classbehave/>

Student Conduct Procedures:

<https://reason.kzoo.edu/studev/stuconduct/>

Harassment Policy

The college's policy on Harassment applies to all students and all employees:

<https://www.kzoo.edu/hr/PostingsPolActive/HarPolEd14Dec06.pdf>

Prohibition of Intimate Relationships between Faculty and Students

The College has a policy prohibiting intimate relations between faculty and students as follows:

The faculty-student relationship, however warm or collegial, inherently involves disproportionate power and influence on one side and is thus liable to abuse. A sexual relationship between a faculty member and a student can not only exploit this imbalance but also inhibit the learning environment. For these reasons, it is the consensus of the Kalamazoo College community that sexual relationships between Kalamazoo College faculty and Kalamazoo College students are unacceptable and constitute personal and professional misconduct. Such actions may be considered adequate cause for terminations under the Plan of Employment of the Board of Trustees.

Alcohol/Drug/Smoking Policies

The College's alcohol policy can be found on the College's website at:

<https://reason.kzoo.edu/studev/policies/alcohol/>

The College's drug policy can be found on the College's website at:

<https://reason.kzoo.edu/studev/policies/drug/>

The College's smoking policy can be found on the College's website at:

<https://reason.kzoo.edu/studev/policies/smoking/>

Human Subjects and Animal Research Policies

Faculty research involving human subjects must receive approval from the College Institutional Review Board (IRB). Faculty SIP advisors should also consider whether student research projects warrant IRB approval. Please refer to the College IRB Policy Manual and application form for more information on IRB policies. These may be found under the Committees menu of the College's intranet as follows:

<https://campus.kzoo.edu/irb/>

Computer Usage Policies

Kalamazoo College's Information Services staff has developed a set of policies regarding computer usage. These may be found on the College's website as follows:

<https://reason.kzoo.edu/is/policies/>

Syllabus Guidelines: What your students need to know

There is no prescribed set of College policies pertaining to student attendance and grading of student performance. However, it is vital that each faculty member spell out clearly his/her particular requirements for a given course via a syllabus provided to students at the beginning of the term (students will expect a syllabus on the first day of class). In general, students need to know what is expected of them and what penalties are attached to their failure to meet requirements.

I recommend asking your department chair for sample syllabi in your discipline and asking them if certain requirements (number of exams/written pages, attendance, etc.) are consistent/required in your department. The Teaching and Learning Website (on the right side of the Hornet Hive) also has helpful information and examples from various disciplines.

In general, the following elements should be communicated to the student:

1. Attendance: is it required? What penalties, if any, are incurred by absences?
2. Deadlines: what are the deadlines for submission of papers, lab reports, take home exams, etc.? What is the grading policy regarding late work or failure to submit required assignments?
3. Make up tests: are these given? Under what conditions?
4. Lab attendance: is it required? How is lab work graded?
5. The percentages awarded the various elements of the course: participation, attendance, labs, tests, papers, homework, etc.
6. Final Examinations: Students frequently seek to change a scheduled final exam for a number of reasons. College policy states that final exams be given in the period scheduled by the registrar (see registrar web page for exam schedule). It is a disservice to students and colleagues to schedule a final exam during the tenth week of the quarter because student energies are drained from other courses in order to prepare for such an exam. College policy states that when a student has three scheduled exams during a within a 24-hour period, a student may re-schedule one of these exams. No instructor is required to honor other requests to change the scheduled time of a final examination.

General Rule of Thumb: If you have a policy, state it on the syllabus.

The syllabus should include:

- Faculty member's name, contact information, and office hours (usually a minimum of 3 per course)
- Course number and title

- Texts to be used
- Course Goals
- Weekly schedule, including due dates of major assignments and tests
- Requirements and method for calculating the final grade
- Rubric for what constitutes participation
- Policy on attendance/tardiness
- Policy on late work and make-ups
- Statements on academic integrity. (Feel free to use language from Student Development Website or something like: “This course operates under the **College Honor System**. That means: we treat each other with respect, we nurture independent thought, we take responsibility for personal behavior, and we accept environmental responsibility. **Academic honesty** is a critical part of our value system at K. When you borrow an idea, either express it in your own words, thus thinking it through and making it your own, and acknowledge the borrowing in a note, or, in certain situations, use the exact words of the source in quotation marks and acknowledge with a note. Ideas raised in class are public domain and need not be acknowledged. If you are ever in doubt about this, you must ask.” Sarah Westfall, Dean of Students also suggests: “Please provide information about what, in addition to the college policies, constitutes academic misconduct in your class. For example, do you have specific expectations related to group work – what constitutes collaboration and what constitutes plagiarism or collusion? Are there online resources (translators, calculators, and so on) that you wish to speak to so that students are clear about your expectations? If students engage in peer editing, what do you consider to be above and beyond editing? “Listing consequences for plagiarism on your syllabus is also a good idea—even if you just decide on a range of consequences. Consequences at the college for a first offense are usually determined by the professor (in conjunction with student development) and can range from a verbal warning to failing the class.
- Statement on disabilities. Something like: “Any student with a learning difference who needs an accommodation or other assistance in this course should make an appointment to speak with me as soon as possible.” (note: you will receive documentation regarding student disabilities from the Dean of Students Office during the first week of classes. If a student claims a disability but has no college documentation, encourage her/him to schedule an appointment with the Dean of Students so that such documentation can be provided to her/his professors from that office).
- If academic resources are available for your discipline, you may want to tell students that such services exist. (I, for example, encourage students to go to the writing center). See following page regarding K’s Academic Resource Center.

Academic Resource Centers

Successful Students Collaborate

The Academic Resource Centers (ARCs) are dedicated to the idea of students helping students to raise academic achievement. Students who study in pairs or small groups tend to learn more and perform better than students who study in isolation. The ARCs capitalize on the strength of peer collaboration by hiring students who have distinguished themselves in math, writing, science or library research to work with other students in these areas. Experienced students are an excellent resource. Because they remember what it was like to learn the material, they are adept at perceiving points of confusion and explaining difficult concepts. In addition, students who seek help from their peers tend to feel less intimidated about asking questions because of the inherent equality in the peer relationship.

The ARCs currently offer peer assistance *in math, physics, writing, science and library research*. Centers provide a quiet place to study as well as find help. The atmosphere is relaxed and friendly these peer assistance services are available to all students at no cost.

[More information available on the Academic Resource Web Page \(on pull down menu for offices and services on the Hornet Hive\)](#)

“I’m concerned about a student.....now what?”

Suggestions from Sarah Westfall, Dean of Students

I have concerns about a student’s academic progress, or they seem particularly detached from the academic environment (not attending class, being distant during a class, or always arriving late).

The campus Early Alert system is an excellent way to report concerns. While many students can become occasionally or momentarily detached, the Early Alert process works best when all such behaviors are reported. The Early Alert response group includes staff from the offices of advising, student development, the registrar, counseling center, athletics, and admission/financial aid. The methods of response range from notifying an academic advisor for intervention to individual contact with a given member of Early Alert. The primary goal in responding to concerns is to provide students with helpful support and information in an effort to help them reengage academically and in other ways.

I have a student who has emotional difficulties, has experienced a difficult event, seems extremely anxious, depressed, etc. What do I do?

Two things can be helpful here. First, feel free to contact Student Development or the Counseling Center directly to consult regarding what you know about the student and possible courses of action (typically, how and to whom to refer a student). Second, feel free to refer a student directly to Student Development or the Counseling Center. If a student has disclosed significant information to you, they may feel more comfortable if you accompany them to a referral with Student Development or Counseling. In this case, you may wish to make the referral call yourself with the student present, and schedule a time when both of you can meet with a Student Development or Counseling Center colleague. The key issue here is that you “hand off” significant issues rather than assume that you need to figure it out on your own or carry the responsibility by yourself.

I have a student who is disruptive in class. What do I do?

Contact Student Development or the Provost’s Office right away. Disruption is an ambiguous term and can mean lots of things. Consulting can help clarify the nature of the disruption and an appropriate course of action. A likely course of action, prior to or after consulting, is to speak directly and privately to the student who is causing the disruption. Talk in concrete terms about the behavior(s) that is/are problematic, explain why they are problematic, and direct the student to cease the behavior. If you believe that you are unable to have such a conversation, be explicit about this when you talk with Student Development or the Provost’s Office.

I think a student plagiarized, cheated on an exam, etc. what do I do?

First, confirm your concern by checking the appropriate resources (the library's resources, your own knowledge of resources in your discipline, and so on). Once confirmed, contact Student Development to report your conclusion. If your report is the student's first offense (which SD will establish), you will make the determination about the appropriate response or sanction. You may wish to consult with colleagues in your department (without using student names) about their responses to academic misconduct, or with colleagues in the Provost's Office or Student Development. Then you will need to meet with the student individually and privately to discuss the matter and your decision about the sanction. Once done, please send a copy of all relevant materials, plus a written summary of your findings to Student Development who will follow up more formally. If a student has a prior record of academic misconduct, please provide all relevant information to Student Development who will institute the formal campus conduct process.

A VERY IMPORTANT RESOURCE FOR INSTRUCTORS: EARLY ALERT

If you have concerns about a student's academic progress, or they seem particularly detached from the academic environment (not attending class, being distant during a class, or always arriving late), please use our *early alert system* at any time during the quarter (use it early and often, is our motto).

What is EARLY ALERT?

Kalamazoo College has had an Early Alert system in place since 1996. Each quarter faculty and advisors are asked to notify the Early Alert Committee of advisees or students in their classes who are struggling or disengaged, notoriously unavailable, or who seem to be in academic or personal difficulty. Advisors are notified immediately via email of all reports. We expect that you get in touch with your advisee to help him or her assess the problem and see what changes might be made.


A group of academic and student development administrators meets each quarter between Weeks 2 and 8 to review these reports, see if there is a wider problem, and make plans for the most effective follow-up. Students reported to EA may show some of the following symptoms: poor attendance or participation, missed assignments or tests, chronic lateness or sleeping in class, signs of emotional or physical distress, disruptive classroom behavior, chronic unavailability for advising appointments, unresponsiveness, and so on.

We ask you to report students to Early Alert (early, as the name implies, and frequently) if you have concerns about a student's academic progress, or if they seem particularly detached from the academic environment (not attending class, being distant during a class, or always arriving late may be some additional "non-academic" signs of which to be aware). I intentionally choose not to define academic difficulty because for some faculty they may have a student receiving an "A," "B," or "C," in coursework but observe a student who is otherwise detached or exhibiting other concerning behaviors, while for all faculty a "D" or "F" in coursework should be an automatic trigger of concern

If a student has been reported more than one time, for more than one course, or is showing symptoms of trouble in other areas, a member of the EA committee will become involved. Early Alert reports are considered confidential to the committee and the advisor. If, when you are reporting, you would prefer that the student not be informed of the report, the committee will find a discreet way of following up. When in doubt, go ahead and report those students about whom you have concerns, even if you are following up yourself. Also remember that students ***often*** may need more than one "academic alert". That is, the EA (Early Alert) committee is interested in continued signs of academic behavior. When in doubt, send an Early Alert. If you see no change in academic progress over the course of a week or two – again – send a note to Early Alert.

In closing, thank you for your attentiveness to what is so important to each of us at "K" – the well-being, welfare, and academic progress of our students – and thank you for creating a learning environment which allows you to discern students in academic difficulty.

The EA (Early Alert) reporting link is located in the "Resources" area – the right side navigation column – on your

main portal page. Look for the  icon (unless the student is neither one of your advisees or a member of your class in which case, email: early-alert@kzoo.edu) and please call Amy Smith at 337-7156 if you have any questions.

How to Order Textbooks/Coursepacks

TO: New Faculty Members
FROM: Debbie Thompson, Bookstore Director
SUBJECT: Textbook Ordering Information

All textbooks, supplemental materials, and supplies for classroom use are to be ordered through the College Bookstore. Textbook requisition forms are distributed to the faculty one quarter in advance. There is always a due date when they are needed back, so please fill them out and return as soon as possible. This will give me sufficient time to get the books on the shelf. When filling out the textbook order form, please provide the ISBN number, copyright year, and edition of every textbook ordered and let me know if the book is required or optional. Also, please add the number of students you expect to be enrolled in the class. If you require additional supply items, please provide me with a list of what you need.

The Bookstore does not order desk copies for faculty. If you need a desk copy, I suggest that you check with your departmental secretary. They should be able to obtain one for you. Most publishers will provide faculty members with a free copy if the book has been adopted for classroom work. Please call if you need assistance with any publisher information. The Bookstore does allow faculty to purchase books and then return them when they receive their desk copy. The books must be returned in mint condition.

COURSEPACKS

Coursepacks are sold through the Bookstore. If you are planning on using a coursepack please write that on the textbook requisition form. If the material in the coursepack is not yours then copyright permission will be required and you will need to contact either Strategic Media of West Michigan at 269-217-3550 or mycoursepack.com at 269-387-0825. Both of these companies are local and will work with you with the material. They will get the permission, print the coursepack and then sell it to the Bookstore to be sold to the students. If the material in the coursepack is yours and we do not need copyright permission then you can take the information to the college's Mail and Copy Center for printing. They will print the coursepack to your specifications and then the Bookstore will sell them.

Please feel free to contact me at 337-7318 or at debbie.thompson@kzoo.edu if you ever have any textbook questions or issues.

Student Evaluation of Teaching – Kalamazoo College

The faculty approved the following resolution on February 14, 1983: RESOLVED: The faculty...affirms its policy of using this evaluation form in all classes and pledges not to read the completed forms until after grades for the class have been submitted...

The faculty approved the following for administering evaluations in courses on March 10, 1992:

- Faculty will distribute course evaluations to students at a meeting of the course during the tenth week of the quarter. Evaluations should not be distributed, however, at class meeting in which an examination, quiz, or other kind of test is being given.
- Evaluations should be distributed at the end of class time, allowing a minimum of 15 minutes for completion.
- Staff in the Provost's Office will compute a count of forms returned and average for the two principal evaluative questions.
- The forms and a copy of the statistical summaries will be sent to faculty after the deadline for the submission of grades has passed. Faculty will return the forms after they have examined them, no later than the end of the first week of the following quarter.

Note: Faculty should not provide snacks or treats on the day of course evaluations.

The FEC requests that all faculty read the following to their classes before distributing the evaluation forms.

"These evaluations are the primary source of guidance for improving the entire academic endeavor for both students and faculty at Kalamazoo College. Please take a few minutes to address specific aspects of your course experience as prompted on the evaluation form. The information you submit will be used for course revision and evaluation of faculty. A Student volunteer will take the completed evaluation forms to the Registrar's Office and they will remain sealed until after final grades are assigned. Scores will then be compiled by the Provost's Office and evaluations read by administrators, a faculty committee, and by your instructor."

Procedure for Administering Student Evaluations

Do not write on this evaluation until I finish reading these directions.

- Students please complete the course number and name of course, instructor's name, term, year and student's personal information at the top of the form. (The instructor will write this information on the board.)
- There are two pages to the form. Comment on your specific experience in this course for Questions 1 through 10. At the bottom of page two please note the OVERALL RATINGS – circle only one number for your response to Questions I and II.
- I will leave the room while you complete the evaluation. When you are finished, insert it into this envelope. The last student to complete the form will seal the envelope containing the forms in the presence of the student volunteer, who will then take the forms immediately to the Registrar's Office in Dewing Hall.

Kalamazoo College Course Evaluation Form

Course Number and Name: _____		Instructor's Name: _____	
Term:	fall	winter	spring
		Year: _____	
Optional Information: Course is (circle one) course in major/minor general college requirement elective outside major			
Your sex: F	M	Your class at "K": Fr	So Jr Sr
			Anticipated grade: _____

Please comment on the following aspects of the course, citing specific strengths or weaknesses, and suggesting improvements.

1. COURSE GOALS. How well did the instructor establish and meet course goals?

2. ORGANIZATION/PREPARATION. Please comment on the organization of the course and the use of class time.

3. CHALLENGE. Please comment on the level of challenge of this course.

4. TEXTS. Please comment on the effectiveness of texts and other materials used in this course.

5. TECHNIQUE. Please comment on the effectiveness of the instructor's teaching techniques (depending on the course, these might include discussion, lecture, group work, projects, etc.

6. ASSIGNMENTS.
- | | | | | |
|--|-------|-----------|---------|--------|
| Did the instructor explain assignments clearly? | Never | Sometimes | Usually | Always |
| Did the instructor give you enough time to complete assignments? | Never | Sometimes | Usually | Always |

Comments:

7. INTERACTION. Did the instructor encourage your participation in class where appropriate? No Yes N/A
- | | | |
|---|----|-----|
| Was the instructor appropriately available outside of class for assistance? | No | Yes |
|---|----|-----|

Comments:

8. EVALUATION/GRADING.
- | | | | | |
|--|-------|-----------|---------|--------|
| Did the instructor make evaluation criteria clear? | Never | Sometime | Usually | Always |
| Did the instructor evaluate assignments fairly? | Never | Sometimes | Usually | Always |
| Did the instructor give useful feedback? | Never | Sometimes | Usually | Always |
| Did the instructor give feedback regularly and promptly? | Never | Sometimes | Usually | Always |

Comments:

9. LABORATORY/DISCUSSION SECTIONS. (Skip if not applicable.)

Lab instructor's name, if different from the one at the top of this form _____

Were labs or discussion sections well organized and effective? Never Sometimes Usually Always

Comments:

10. VALUE. Please comment on the value of this course to your academic or personal growth.

OVERALL RATINGS. Considering your responses above, please answer the following questions:

PLEASE CIRCLE ONLY ONE NUMBER!

I. How do you rate the instructor of this course? Please respond in terms of his/her teaching, not in terms of your opinion of him/her as a person.

1	2	3	4	5
Poor	Fair	Good	Very Good	
Excellent				

II. How do you rate this course?

1	2	3	4	5
Poor	Fair	Good	Very Good	
Excellent				

III. Do you have general comments or suggestions concerning this course?

Signature (optional) _____

Did you complete both sides?

Information Services

Computer Help Desk

Help Desk - 337 5800 or helpdesk@kzoo.edu

Questions about computers, passwords, telephones, campus email, Hornet Hive, Computer lab scheduling, audio studio scheduling, new computer purchases, Moodle Learning Management System, Colleague, software, web sites, and K-TV.

Media Services

Media Desk - 337 7138 or kmedia@kzoo.edu

Media questions, requests, and training on classroom audio-visual capabilities;

Scheduling computers, video, and/or public address equipment for classes and events;

Video assistance and acquisitions.

Center for New Media Design and Graphics

Graphics Services- 337 7137 or graphics@kzoo.edu

Assistance with photo scanning, scanning to PDF, color printing, poster printing,

PowerPoint, Photoshop, graphic design creation, digital camera checkout

Video Production Studio and Editing

Video Production - 337 7245 - or production@kzoo.edu

Library Services

Circulation and Reserves- 337 7153 or circulation@kzoo.edu

Interlibrary Loan - 337 7148 or ill@kzoo.edu

Materials Ordering and Acquisitions - 337 7144 or haight@kzoo.edu

Reference, Research Instruction, Plagiarism detection - 337 7152 or reference@kzoo.edu

College Archives - 337 7151 or archives@kzoo.edu

Rare Book Room - 337 7147 or smithson@kzoo.edu

Information Services



Greg Diment
Associate Provost and Chief Information Officer
Phone: 269-337-7149
Email: greg.diment@kzoo.edu



Joisan Decker DeHaan
Office Coordinator, Information Services
Phone: 269-337-7149
Email: joisan.decker@kzoo.edu

THE HELP DESK (5800): any computer issue, phone/voicemail, Moodle, etc.



Russell Cooper
Help Desk Administrator
Phone: 269-337-5800
Email: russell.cooper@kzoo.edu



Charles Fulton
Computer Support Specialist
Phone: 269-337-5800
Email: charles.fulton@kzoo.edu

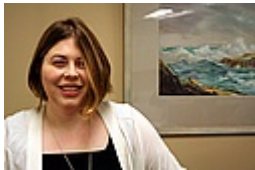


Andrew Stacilauskas
Computer Support Specialist & Student Supervisor
Phone: 269-337-5800
Email: andrew.stacilauskas@kzoo.edu



Joshua L. Lull
Computer Support Specialist
Phone: 269-337-5800
Email: joshua.lull@kzoo.edu

Graphics/Posters/Websites



Kathryn Lightcap
Graphics/Multimedia Designer
Phone: 269-337-7137
Email: kathryn.lightcap@kzoo.edu



Carolyn Zinn
Associate Director, Web Services
Phone: 269-337-5761
Email: carolyn.zinn@kzoo.edu

MEDIA NEEDS (vcr, dvd, computer set up and reservations) Call Jeannie! Or email:
kmedia@kzoo.edu



Donald Mack
Associate Director Technical & Media Services
Phone: 269-337-7138
Email: donald.mack@kzoo.edu



Jeannie D. Sanders
Media Assistant: Jeannie can also order media materials for your classes
Phone: 269-337-7138
Email: jeannie.sanders@kzoo.edu



Alexander Teal
Media Coordinator
Phone: 269-337-7237
Email: alexander.teal@kzoo.edu

Library



Stacy Nowicki

Library Director
Room 124
Phone: 269-337-5750
Email: snowicki@kzoo.edu



Mary Griswold

Circulation Supervisor: **contact re: putting materials on reserve**
Room 161
Phone: 269-337-5731/Circulation Desk: 269-337-7153
Email: griswold@kzoo.edu

Leslie Burke

Acquisitions and Digital Integration Librarian: **contact regarding books you would like the library to own**
Room 209
Phone: 269-337-7144
Email: Leslie.Burke@kzoo.edu



Robin Rank

Reference and Instruction Librarian: **contact re: classroom research instruction, plagiarism detection**

Room 111

Phone: 269-337-7152

Email: rrank@kzo.edu



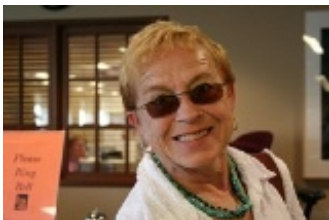
Liz Smith

Reference and Instruction Librarian: **contact re: classroom research instruction, plagiarism detection**

Room 112

Phone: 269-337-7152

Email: esmith@kzo.edu



Leatha Burris (ILL)

Phone: 269 337 1748

Email: ill@kzo.edu



Lisa Murphy (Archives)

Phone: 269 337 7151

Email: archives@kzoo.edu



Paul Smithson (Rare Book Room/Cataloging)

Phone: 269 337 7147

Email: paul.smithson@kzoo.edu

Registrar's Office

Registrar



Ted Witryk
Registrar
Phone: 269-337-7391
Email: ted.witryk@kzoo.edu



Casey M. Delaney
Academic Records Coordinator
Phone: 269-337-7215
Email: casey.delaney@kzoo.edu



Nicole Kragt
Assistant Registrar
Phone: 269-337-7203
Email: nicole.kragt@kzoo.edu



Dotty L. Richardson
Registrars Assistant
Phone: 269-337-7204
Email: dotty.richardson@kzoo.edu

Registrar FAQ

How do I know who is registered for my class?

A continually updated course roster is available from Web Advisor.

How can I email my class?

Web advisor has an “email all students” function, and each course is assigned a list serve address composed of the department abbreviation, course number, and a dash followed by the section number (for example, engl234-1@kzoo.edu).

My class is full and several students have emailed me, asking to add. What do I do?

In general, enrolling a course over the cap isn't recommended (unless the college asks you to in order to meet student/college needs). If a student claims to “need” the class to graduate, complete their major, etc., check with your department chair and/or the registrar. If you all agree that the student needs in, see below. Otherwise, you can just email them back, explaining that the class is full and that they should continue to check on-line for openings throughout the add-drop period (ends first week Friday). The college does not have a “waiting list;” it's first-come, first-served.

I want to let a student in over the cap, what do I do?

Make sure that your room can accommodate another body (and remember that you'll be grading more). Then tell the student to fill in an Add Form (available in Registrar's office or on-line) and bring it to you to sign. Once you sign it, the registrar will allow that student to add the class.

My room really isn't conducive to my teaching style. What do I do?

Fill out the Room Change Request on the Registrar's website. Room changes can only occur prior to a specified date before the quarter begins (August 19th for Fall 2011) and after the end of week one. The registrar will tell you what/if any rooms are available.

Please see information on FERPA (Federal Educational Rights and Privacy Act) in the Catalogue under:

<http://www.kzoo.edu/catalog/>

Student Development

Student Development

[Dr. Sarah Westfall](#)

Vice President for
Student
Development and
Dean of Students
269-337-7209
fax 269-337-7404

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Students,
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Counseling

[Dr. Patricia Ponto](#), Director of Counseling
269-337-7191

[Dr. Alan Hill](#), Associate Director/Clinical Director
269-337-7190

[Dr. Danielle Standish](#), Psychologist/Training
269-337-7348

[Dr. Deborah Rose](#), Counseling Psychologist
fax 269-337-7440

First-Year Experience and Advising

[Dr. Zaide Pixley](#), Dean of the First Year and Advising
269-337-5755

Student Health Center

[Lisa Ailstock](#), PA-C, Director of the Student Health Center
269-337-7200

[Clinic Staff](#)

fax 269-337-7440

Security

[Tim Young](#), Director of Security
269-337-7321
fax 269-337-7404

Campus Security

Kalamazoo College operates its own non-deputized security program. Security personnel therefore have no arrest powers. Security personnel, under the direction of Tim Young, Director of Security, regularly patrol the campus 24 hours a day, every day of the year. Security will respond to all requests for service and attend to situations around the campus that affect the security of residents and visitors. The College administration has increased exterior lighting, added outdoors emergency phones and trimmed shrubbery to make our environment safer. Although these improvements and the presence of security patrols greatly increase campus security, safety must always be of personal concern to members of the College community. The security department requests that criminal acts and unusual or suspicious activity that occurs on college property be reported immediately (7321). The security department has established a close working relationship with the local public safety department. Campus security conducts most of the preliminary investigations on nonviolent type criminal offenses. These criminal offenses are forwarded to the local public safety department for further action. The College has no off-campus housing or student organizations to monitor. The College Judicial Council or the Improper Sexual Conduct Panel acts on violations of College policy and may also take action on a criminal offense (see [Student Conduct Code](#)). Security will request immediate response from the public safety department on crimes in progress, crimes against a person and medical emergencies.

Emergency response requests to college campus can be accomplished by contacting Security (7321) or the Kalamazoo Public Safety Department (9-911).

Student Development - Academic Policies

[Academic Dishonesty](#)

[Alcohol Policy](#)

[Classroom Behavior](#)

[Computer Facilities and Policies](#)

[Drug Policy](#)

[Fire Safety Policies and Procedures](#)

[Freedom of Expression and Disorderly Behavior](#)

[Harassment Policy](#)

[ID/Key Cards and Key Usage](#)

[Parental Notification Policy](#)

[Posting of Signs](#)

[Residential Policies and Regulations](#)

[Sexual Misconduct](#)

[Smoking & Prohibited smoking accessories](#)

[Study Abroad Student Conduct Expectations](#)

[Social Security Number Protection Act](#)

[Solicitation](#)

[Student Organization Event Registration Policy](#)

[Weapons, Firearms, Fireworks, Explosives](#)

Find the detailed policies under the Student Development drop down on the College Website:
<https://reason.kzoo.edu/studev/policies/>

Harassment Policy

This policy replaces all previous College policies regarding Harassment, including those applying to students (“Improper Sexual Conduct Policy,” and “Discriminatory Harassment Policy”) and to faculty and staff (“Employee Dignity Policy”). *See also new Student Policy regarding Sexual Assault*

This policy applies to all students and all employees, including but not limited to full time and part time; regular, short term and temporary; all faculty, applied music instructors, enrichment program instructors, coaches, facilities management staff, support staff and administrative staff.

Approved 15 November 2006 by Eileen Wilson-Oyelaran, President

Contact for information: Human Resources Office; Dean of Students Office

Harassment Policy

Kalamazoo College strives to maintain a campus environment free from harassment. Sexual and other discriminatory harassment based on a legally protected class are prohibited by state and federal laws. In addition, the College prohibits harassment based on sexual orientation and other harassment. The mission of the College is predicated upon the open and free exchange of ideas, and we must create a climate where diversity of conviction, opinion and expression is both valued and protected. Far from promoting discussion and debate, harassment stifles the free exchange of ideas that is fundamental to the educational life and mission of the College. The College expects all students, faculty and staff to conduct themselves with dignity, courtesy and respect for all students, faculty, staff, visitors, vendors and others. Harassment is a violation of the College’s Honor System, and the College will not tolerate any form of harassment by anyone for any reason, nor will the College tolerate retaliation against anyone who in good faith brings complaints to the attention of the College and/or participates in investigations of such complaints.

Conduct in violation of this policy may result in disciplinary action up to and including termination of employment or expulsion from the College.

Unlawful harassment includes:

1. Sexual Harassment – Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature is unlawful sexual harassment when
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or status in a class, program or activity;
 - b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions (such as hiring, promotion or grading a course);
 - c. Such conduct has the purpose or could be reasonably judged to have the effect of interfering with an individual’s work or educational performance or creating an intimidating, hostile, or offensive environment for work or learning.

Examples of sexual harassment include:

- Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion or grades;
- Direct propositions of a sexual nature;
- A pattern of unwelcome, persistent and unnecessary sexually explicit statements, questions, jokes or anecdotes not related to employment duties, course content, research or other College programs or activities;

- Recurring remarks or gestures of a sexual nature about a person's clothing, body, sexual activity, sexual preference or previous sexual experience;
- Repeatedly using sexually degrading words, gestures or sounds to describe a person
- Repeated invitations, phone calls and/or email messages of a sexual nature from someone though you have clearly indicated that such communications are unwelcome;
- Unwelcome touching, patting, hugging or brushing against a person's body;
- Physical and/or sexual assault, which is a criminal offense (see Student Sexual Assault Policy).

2. All other unlawful harassment – the same general principles of unwelcomeness, severity or pervasiveness, reasonableness, and hostile working/learning environment that constitute sexual harassment also apply to harassment based on other legally protected status. Federally prohibited discrimination includes harassment based on race, color, religion, gender, age, national origin, veterans' status and disability. Michigan state law also prohibits discrimination and harassment based height and weight. Unlawful harassment includes unwelcome verbal, physical, or other conduct that creates an intimidating, hostile, or offensive working environment based on protected status or protected activities, or incitement to commit such conduct including, but not limited to, derogatory comments, jokes, slurs, epithets, graffiti or physical acts.

Examples of unlawful discriminatory harassment include:

- Verbal abuse, offensive innuendo or derogatory words concerning a person's gender, age, race, color, ethnic or national origin, religion, disability or other protected status;
- Display of pictures or objects designed to create a hostile learning or working environment based on a person's protected status;
- Pervasive and offensive but non-sexual comments regarding a particular gender;
- Offensive jokes or pranks targeted at members of a protected group;
- Threats, intimidation or hostile acts relating to a protected characteristic.

3. Sexual orientation harassment – The same general principles of unwelcomeness, severity or pervasiveness, reasonableness, and hostile working/learning environment that constitute sexual harassment also apply to harassment based on sexual orientation, which is defined as a person's heterosexuality, homosexuality, bisexuality, or gender identity, actual or presumed. Sexual orientation harassment includes unwelcome verbal, physical, or other conduct that would cause a reasonable person to consider the conduct to create an intimidating, hostile, or offensive working environment based on sexual orientation or incitement to commit such conduct, including, but not limited to, derogatory comments, slurs, epithets, graffiti or physical acts.

4. Other harassment – The same general principles of unwelcomeness, severity or pervasiveness, reasonableness, and hostile working/learning environment that constitute sexual harassment also apply to any verbal, physical, or other conduct that would cause a reasonable person to consider the conduct to create an intimidating, hostile, or offensive working/learning environment which interferes with work/learning performance. A single act will not constitute abusive conduct under this policy unless the occurrence is especially severe or egregious. The College does not condone or allow harassment, whether engaged in by students, faculty or staff; by customers, vendors or other non-employees who conduct business with the College; or by campus visitors. In response to every complaint, the College will promptly investigate, take appropriate corrective and preventive actions to eliminate the offending conduct, and where appropriate will impose disciplinary action.

Responding to harassment

An individual who encounters sexual or other unlawful harassment should, where possible, make it clear to the harasser that the behavior is unwelcome, offensive, unlawful and in violation of College policy, and should tell the harasser, clearly and directly, to stop. Whether or not the individual can confront the harasser, any person who thinks he or she has been subjected to or has witnessed harassment within the College community is urged to report it immediately to his or her supervisor, the Dean of Students, the Human Resources Director or to any Harassment Complaint Advisor or member of the Harassment Review Board (see list below). Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating that situation. While individuals are encouraged to take action to stop harassment, the College will investigate and take whatever action the College determines is appropriate where complaints of harassment are brought to its attention.

Supervisors' reporting responsibilities

Faculty and staff with supervisory responsibilities exercise authority on behalf of the College and have additional responsibility to ensure that the working and learning environment is free of harassment. Any staff or faculty member with supervisory responsibilities who receives a complaint about harassment, witnesses harassment or otherwise learns of an occurrence of unlawful harassment is required by this policy to report that occurrence immediately to one of the individuals listed above, even if the alleged victim declines to report it.

Confidentiality

The College will strive to have investigations conducted in a neutral, objective and unbiased manner. While confidentiality will be maintained to the extent practicable, no promise of nonaction or anonymity can be made once a complaint has been reported. The College has a legal duty to conduct an investigation. Information will be released on a need-to-know basis. Within these constraints, all parties involved are requested to maintain confidentiality.

Retaliation

The College will not tolerate retaliation against students, faculty or staff who bring complaints to the attention of the College and/or participate in investigations in good faith.

False reports and statements

Knowingly bringing false or malicious statements or complaints of harassment or of retaliation will also be considered a violation of this policy. Anyone who knowingly brings false charges will be subject to disciplinary action. The action of an individual who brings forth a complaint regarding false reporting shall not be considered an act of retaliation. Malicious gossip or unsubstantiated hearsay about individuals with regard to harassment may irreparably affect the standing of a member of the College community and may be considered a violation of the Honor System.

Harassment and academic freedom

The College has a profound commitment to the free expression of ideas, including those that are controversial or unpopular. However, sexual harassment and other behaviors in violation of antidiscrimination laws are not legally protected forms of expression and may prevent some individuals from participating fully in the life of the academic community. Such behavior in violation of this Harassment Policy is not protected by law or the policies of the College.

Consensual Relationships

It is the consensus of the College community that sexual relationships between either faculty or staff and Kalamazoo College students are unacceptable and constitute personal and professional misconduct. Such actions may be considered adequate cause for faculty termination under the Plan of Employment of the Board of Trustees and for termination of employment of a staff member. An exception may be made for a personal relationship that was established prior to employment between a student and a staff member hired shortly after his or her graduation from the College.

Education and training

Education regarding harassment, discrimination, the College Honor System and related College policies will be required for all incoming students and newly hired faculty and staff. Annual review will be required for all faculty and staff with supervisory responsibilities and highly encouraged for all students, faculty and staff. Objectives of this education will be to prevent or stop harassing behavior by enabling individuals to recognize harassment when it occurs in their own behavior or in that of others, and to empower them with knowledge and procedures to respond to potential or actual harassing behavior or accusations of harassment.

All Harassment Complaint Advisors and Harassment Review Board members will be required to successfully complete an annual training program which will include review of related College policies and legal considerations; available resources for students, faculty and staff; and discussion and clarification of responsibilities and procedures for Harassment Complaint Advisors and the Harassment Review Board.

Procedures for Reporting, Investigating and Resolving Complaints

Procedures for handling incidences of harassment include informal consultations and formal complaint avenues, with an emphasis on advising, mediation, conciliation and timeliness. The procedures are intended to protect the rights of both the complainant and accused, to protect privacy and prevent reprisal.

Possible reporting and resolution sequences include:

1. Informal consultation with a Harassment Complaint Advisor, possible mediation, resolution
2. Formal complaint, investigation, possible mediation, resolution

Informal consultations and complaint resolution

Anyone who thinks they may have been harassed or have witnessed harassment may request an initial consultation with a Harassment Complaint Advisor (see list below) who will assist the individual in making a judgment about whether or not harassment has occurred and advise him or her regarding various ways to respond to the situation. In some cases the individual may choose to communicate to the alleged harasser that the behavior is unwelcome and must stop. If the behavior continues, the complainant should document it and immediately report it. The Harassment Complaint Advisor will follow up with the complainant to confirm that the unwelcome behavior has not recurred. The complainant may also request that the Dean of Students or Human Resources Director speak with the alleged harasser and communicate the request that the behavior stop. Alternatively, the complainant may request a mediated discussion with the alleged harasser. If both complainant and accused agree, mediation will be arranged. The Dean of Students (or designate) or the Human Resources Director will follow up with the complainant to confirm that the unwelcome behavior has not recurred. Harassment Complaint Advisors will submit reports on all consultations regarding harassment to the Chair of the Harassment Review Board without identifying the individuals involved. If the seriousness of

the alleged behavior warrants or if there is indication that the alleged behavior has continued, the Chair or Alternate Chair may request to meet with the complainant and may initiate an investigation by the Harassment Review Board.

Harassment Complaint Advisors will include:

- All members of the Harassment Review Board (see below), plus
- Associate and Assistant Deans of Students
- Area Coordinators
- Resident Advisors
- Other designated students
- College Chaplain

Additional Resources for Students

Students are encouraged to contact the Student Counseling Center for confidential consultation. The following student organizations may also be supportive:

- Asian Student Association (ASA)
- Black Student Organization (BSO)
- Kaleidoscope (Gay/Lesbian/Bisexual/Transgender Student Organization)
- International Student Organization (ISO)
- Muslim Student Group
- Jewish Student Organization (JSO)
- Student Commission
- Women's Resource Center (WRC)

Harassment Review Board

The President of the College will appoint a standing Harassment Review Board to receive and respond to complaints of harassment from students, faculty and staff members. The Board will emphasize mediation and conciliation, and will rely on discreet inquiry and confidentiality in addressing complaints. All members of the College community are expected to cooperate fully with the Board.

Board membership

The Board will be composed of the following members:

- Human Resources Director
- Dean of Students
- An Associate Dean of Students
- Two faculty members
- One additional staff member
- Two students (to serve on student-to-student harassment complaints only)

Board appointments will be guided by considerations of continuity; experience; sensitivity to the concerns of students, faculty and staff; ability to be objective and unbiased; and commitment to maintain confidentiality. Faculty members will be nominated by the Provost based upon recommendations from the Faculty Executive Council. Staff members will be appointed by the President, based upon recommendations from the Community Council, the current Board, the President's Staff or any members of the College community. Student members will be nominated by the Dean of Students based upon recommendations of the Student Commission. Membership on the Board will be gender-balanced and members will serve staggered three year terms. Initial appointments and

later appointments as needed may be made for one, two and three-year terms to assure a regular annual rotation.

Board chair

The Human Resources Director will serve as chair of the Board, act as convener, facilitate administrative operations, participate in investigations, and equitably assign to Board members responsibilities for Board activities. In the absence of the Human Resources Director, the President may assign the Provost or Dean of Students to serve as Alternate Chair. The Chair will be responsible for maintaining records of Board proceedings.

Purview of the Harassment Review Board

While informal resolution is often possible and preferable, the College has the obligation to investigate complaints and ensure that harassing behavior does not continue. Both informal consultations (without the identity of those involved) and formal complaints will be reported to the chair of the Harassment Review Board. The chair may elect to bring a complaint to the Board without initially identifying those involved. The complaint situation will be described in writing without disclosing details about the identity of those involved, and the Board will decide whether the complaint falls under its purview. Matters that do not fall under its purview will be referred to the appropriate officer of the College or to the President.

If the Board concludes that the complaint should be considered by the Board, the persons involved will be identified to the Board. At this point, Board members with a potential conflict of interest will be required to withdraw from consideration of the complaint.

Formal complaint investigations and resolution procedures

Timeliness and communication regarding status of complaint

At each step of this process every reasonable effort will be made to proceed as expeditiously as practicable. The entire process will be completed in as timely a manner as is reasonably possible. Regular communication with both complainant and respondent regarding the status of the complaint investigation and resolution will occur throughout the process and will be the responsibility of the Human Resources Director, and/or Dean of Students or his or her designate.

A formal complaint should be submitted in writing to any member of the Harassment Review Board who will notify the Board Chair. An investigation may also be initiated without a formal complaint if a serious concern relating to harassment is brought to the attention of the Board.

Investigations

The investigation shall be conducted by the chair and two members of the Board assigned by the chair. If either the accused or the complainant is a student, the investigators will include the Dean of Students or an Associate Dean of Students. If both the accused and the complainant are students, the investigators will include the Dean of Students and/or Associate Dean of Students and a student. If the accused is a staff member, the investigators will include at least one staff member, and if the accused is a faculty member, the investigators will include at least one faculty member. In assigning investigators, consideration will be given to gender balance and the nature of the complaint. At least one investigator should be the same or superior rank as the accused. If there is a compelling reason, the Chair may, in consultation with the President, assign an investigator who is not a member of the current Board. The person complained against shall be informed of the name of the person making the complaint as well as the substance of the complaint. The investigators will meet separately as soon as reasonably

possible with the complainant, the accused and, if deemed appropriate, with any witnesses to clarify what incidents occurred and what views each holds. Both the complainant and the accused may be accompanied by a support person or advisor of their choice from within the College community at all investigative meetings. If the investigators determine that it is appropriate for them to meet with other individuals who may have information relevant to the complaint, they will do so.

The investigators will report their findings to the Board. If the investigators have determined the accusation is invalid, and the Board concurs, the Chair will communicate this determination to the complainant and the accused. If the investigators determine that harassment has occurred, and the Board concurs, the Chair will report this to the complainant, the accused, and, if the accused is a student, to the Dean of Students; if the accused is a faculty member, to the Provost; if the accused is a staff member, to the appropriate Senior Officer of the College.

Mediation

If the Board recommends mediation and both complainant and accused agree, mediation will be arranged. Mediation does not preclude disciplinary action.

Suspension and Disciplinary actions

The College reserves the right to suspend faculty, staff or students if it deems it to be appropriate while an investigation is occurring. If the facts are found to support the complaint, timely and appropriate disciplinary action will be taken. Sanctions will be reasonably calculated to end the harassment and avoid its repetition. If the accused is a student, disciplinary action will be determined by the Student

Conduct Process.

If the accused is a faculty or staff member, the Board may recommend possible resolutions, but College Administration (President and Senior Officers) reserves the right to make the final decision regarding appropriate corrective, disciplinary action. Actions may include, but are not limited to, required counseling, required education, verbal or written reprimand or warning, probation, removal of privileges, removal from the residential system, leave of absence without pay, suspension or termination of employment/enrollment. A decision to suspend or dismiss a Faculty member is subject to the procedures for Termination of Appointment for Cause prescribed in the Faculty Plan of Employment.

Documentation and retention of records

Written records of all complaints, findings and resolutions along with minutes of Harassment Review Board proceedings will be retained by the chair for five years. If the Harassment Review Board determines that there has been a violation of the Harassment Policy by a faculty or staff member, that finding and any corrective action will be documented in his or her personnel file. Where a student has been found guilty of harassment, that finding and any corrective action will be documented in a confidential file in the Dean of Student's Office.

Appeals

A student wishing to appeal a decision should refer to "Student Conduct Procedures - Appeals Panel." A faculty or staff member may appeal in writing to the President. The President will decide whether an appeal will be heard. The decision will be based on new evidence or a failure of due process. Appeals will not be heard to reconsider disciplinary action. The President will assign an Appeal Board consisting of the President or his or her designate, a faculty member and/or a staff member.

Classroom Behavior

The Kalamazoo College Honor Code applies to classroom behavior as well as other types of interpersonal interactions on campus: "Respecting Others" of our Honor System includes respectful behavior in class. While Kalamazoo College is committed to the fundamental principles of freedom of speech, including controversial positions taken in the classroom, all types of speech and behavior must be balanced with principles of appropriate classroom behavior. It is ultimately the faculty member who controls the classroom, and if a situation develops in which, in the opinion of the faculty member, the class is being disrupted, the faculty member has the right to ask a student to leave the class. Resolutions under this policy will be dealt with according to College's Student Conduct Code.

What is Disruptive Behavior?

Generally, disruptive behavior is any behavior that interferes with the instructor's ability to conduct the class, or the ability of other students to profit from the instruction. Such behavior may take various forms, and can be dependent upon many factors including class size, subject matter, and the relationship between faculty and students.

Disruptive behavior may be viewed on a continuum ranging from the isolated incidents of mildly annoying or irritating behavior (which probably should be tolerated as much as possible) to more clearly disruptive, dangerous, and/or violent behavior that should not be tolerated.

Examples of disruptive behavior may include the following:

- Persistent speaking without permission
- Inappropriate use of electronic devices, cell phones, or pagers
- Threats of any kind and/or harassment
- Poor personal hygiene
- Sleeping in class
- Entering class late or leaving early (without permission)
- Eating/drinking in class without permission
- Disputing authority and arguing with faculty and other students
- Grandstanding
- Physical disruptions or physical altercations

Preventing Classroom Disruptions

Classroom disruptions are rare. Setting clear guidelines at the start of each quarter aids in setting the tone in the classroom. This investment of time will aid in keeping disruptions to a minimum, and will hold students account-able to a clear and known standard. Expectations should be discussed with students and detailed in the course syllabus. It may be helpful to have a discussion of expectations regarding the class, classroom behavior, and the rationale behind

those expectations. Students are often the strongest supporters of a positive and productive learning environment.

Faculty Rights and Responsibilities

Kalamazoo College respects the right of instructors to teach and the right of students to learn. Protection of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards;
- To establish and enforce reasonable behavior standards in each class;
- To involve other appropriate offices when a classroom disruption arises;
- To address students on problematic behavior and articulate expectations
- To make a determination about an appropriate response or outcome, within the scope of that faculty member's class, excluding permanent removal from class.
- To document any incidents and outcomes.

What about the First Amendment?

According to SYNFAQ, published by the Editors of SYNTHESIS: Law and Policy in Higher Education, the Supreme Court has held that students at public institutions do have limited rights to freedom of expression in the classroom. In *Tinker v. Des Moines School District*, 393 U.S. 503 (1969) the court held that the non-disruptive wearing of armbands in a classroom to protest the Vietnam War was protected by the First Amendment. The Court concluded, "First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

However, First Amendment rights are not absolute. The Court in *Tinker* also affirmed "the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools." The college classroom isn't a "public forum" like a city street or a park. Teachers can define the course agenda, set and limit topics for discussion, give grades that reflect a student's knowledge or reason-in, and maintain order in the classroom. They should freely perform these important functions, as long as they refrain from unlawful discrimination, or seek to punish students solely for express-in unpopular viewpoints pertinent to the course.

What if a disruptive student claims the disruptive behavior is the result of a disability?

Again, according to the Editors of SYNTHESIS: Law and Policy in Higher Education, the fact that a student may have a disability should not inhibit notification of appropriate authorities (including the campus police, as needed) about disruptive behavior. Students - with or without disabilities - must adhere to reasonable behavioral standards.

Disability claims and accommodation requests should be discussed with the Disability Coordinator (7209). There are established procedures students should follow if reasonable accommodation is required. If a student has provided documentation of a disability to the College, faculty will be notified in writing at the beginning of the quarter of any student requiring accommodations. Faculty are not obligated to provide accommodations or ignore behavior if a student claims a disability, but the faculty has no written notification from the Student Development Office. In this case, notify the Disabilities Coordinator promptly.

Generally, pertinent federal agencies and the courts have made it clear that an institution of higher education does not have to tolerate or excuse violent, dangerous, or disruptive behavior, especially when that behavior interferes with the educational opportunities of other students. Colleges and universities may discipline a student with a disability for engaging in misconduct if it would impose the same discipline on a student without a disability.

Documentation of Incidents and Outcomes

Faculty at Kalamazoo College have been encouraged to report and document inappropriate classroom behavior and outcomes to the Associate Provost and the Dean of Students.

Acknowledgements: Sections of this document have been taken in part or in their entirety, with permission, from the sources listed below:

Office of Judicial Affairs, Northeastern University, "Disruptive Students in the Classroom"
Office of Student Affairs, University of West Florida, "Classroom Disruption: Prevention and Resolution"

SYNFAX: Weekly Commentary on Critical Issues in Higher Education. From the Editors of
SYNTHESIS: Law and Policy in Higher Education. Week of July 9, 2001, pp. 2024-2025.

Alcohol Policy

General Information

Kalamazoo College's alcohol policy is consistent with state law regarding alcoholic beverages and its commitment to helping students be responsible adults. Students twenty-one years and older who choose to use alcohol should do so in a responsible manner and in accordance with state law. Irresponsible drinking may adversely affect academic performance, interfere with personal relationships, or result in illness, injury or death. Drinking should be a considered choice that displays respect for oneself and for the community. Information about the impact of alcohol and treatment of substance abuse can be found in the materials sent to each student annually under the Drug-Free Schools and Communities Act.

Summary of Michigan Law

It is illegal to purchase, consume, or possess alcoholic beverages unless one has attained the age of twenty-one. It is illegal to provide alcoholic beverages to or provide false identification for a person under the age of twenty-one. (Refer to state statutes for the most complete explanation of the laws of Michigan.)

Kalamazoo Alcohol Policy

1. Persons under the age of twenty-one may not possess or consume alcoholic beverages, or host drinking in their rooms or on campus..
2. No alcoholic beverages shall be provided to persons under the age of twenty-one.
3. Regardless of age, no person may consume alcoholic beverages or carry open alcoholic beverage containers in the public areas of the campus. (Exception as noted in number eight.) Public areas include, but are not limited to, residence hall hallways, lounges and kitchens, campus buildings, athletic fields and facilities, and campus grounds. Residence hall suites and living/learning housing units are considered private residential rooms.
4. Students aged twenty-one and older may choose to drink alcoholic beverages in the privacy of their residential rooms, providing they do not infringe upon the rights of others in or around the residence.
5. Underage persons may be present when drinking occurs in a private residential room as long as a legal-aged resident of that room is present. It shall be the responsibility of the legal- aged resident to see that alcoholic beverages are not served to or consumed by underage persons.
6. Single source containers (e.g. kegs) and "beer bongs" are prohibited.
7. Intoxication and/or disruptive behavior related to substance use are prohibited.
8. Alcohol is not permitted at any event sponsored in the residence halls or campus houses.
9. Outside of the residence halls and houses, alcoholic beverages may be served on campus only under the following conditions:

- ~ A College office or department must sponsor the event.
- ~ A College official must register it at least two weeks in advance with the Dean of Students.
- ~ The distribution of alcoholic beverages must be served and monitored by a Sodexo bartender or a member of the sponsoring department.
- ~ Only persons of age may be served.
- ~ Non-alcohol beverages and food must be served.
- ~ There shall be no direct or indirect charge for the event and no donations and collections shall be taken at the event.
- ~ Extra security coverage, at the expense of the host, may be required.

Policy Interpretation

The following interpretation is included to clarify understanding what is and what is not permitted under the alcohol policy:

Persons twenty-one and older:

MAY	MAY NOT
Drink alcohol in their own residence hall rooms	Drink alcohol in the residence hall outside of a private residence room.
Drink alcohol in another residence hall room if the host is twenty-one or older and is present.	Drink alcohol in a residence hall room that has no resident of legal age or in which the legal age resident is not present.
Carry unopened containers of alcohol on campus.	Provide alcohol to others under the age of twenty-one.
Provide alcohol in their own residence hall rooms to others aged twenty-one or older.	Charge in any way for alcohol consumption by others.
	Possess single source containers.
	Permit underage persons to bring in or consume alcohol in their residence rooms.

Persons under the age of twenty-one:

MAY

Be in private residence rooms where legal drinking is occurring.

MAY NOT

Possess or drink alcohol.

Permit underage persons to bring in or consume alcohol in their residence rooms.

Carry opened or unopened alcoholic beverage containers anyplace on campus.

Provide alcohol to anyone.

All residents of a room, suite, living/learning housing unit will be held responsible when a violation occurs in that space unless excused from responsibility by all other involved students.

Note: Students who seek appropriate help for others who are intoxicated or otherwise adversely affected by alcohol abuse are considered to be acting in the best interest of the student in need. In most cases, if the person seeking help for another is in violation of the College alcohol policy, they will be exempt from formal disciplinary action because they are acting in the interest of another. The College desires to exempt the student seeking help from formal disciplinary action; however, as every situation is unique, these matters will be considered on a case-by-case basis to determine if extraordinary or unusual circumstances alter the desired practice.

Student Life: Counseling Services

How do I make an appointment?

To make an initial appointment, please stop by the Counseling Center and complete and hand-in an intake form (blue sheet on the credenza). We will contact you as soon as possible (within 24 hours) to set a meeting time. If you are interested in an alcohol assessment or a learning disability assessment, call 337-7190 or email ahill@kzoo.edu and an appropriate form will be sent to you. Please fill it out and return it to the Counseling Center. If you wish to cancel an appointment, please let us know as soon as possible, as our schedules are typically very full. Twenty four-hour notice is best for us, but calling at the last minute is preferable to not letting us know.

How do I know if I could benefit from counseling?

Counseling can be useful for students with mild difficulties in their lives as well as those with more serious or long standing problems. Any student who would like to sort out any concern is encouraged to come to the Counseling Center. Some of the most frequent concerns that bring students to the Counseling Center are: depression, anxiety, trouble with romantic relationships, family issues, academic stress, learning disabilities, low self-esteem, difficulty getting along or making friends, concerns about family members or friends, eating issues, sexuality issues (including sexual orientation), and questions about the use of alcohol and/or other drugs.

How does counseling/therapy work?

When you first come for counseling, we will want you to describe what's brought you to us and how you understand the problem or concern. We may then ask you questions about your background and other areas of your life to develop a fuller picture of you. As counseling proceeds, we will work with you to understand further your concerns and the feelings that accompany them. Sorting through thoughts, feelings and behaviors will help you understand yourself better, clarify your goals and work through your concerns.

How do I get in touch with the Counseling Center (staff)?

You may contact the staff by phone or by e-mail ([click here for phone numbers and email addresses](#)) or by leaving a message in the message box on the credenza in the Counseling Center. If you get the answering machine, please leave a message that includes the best time to return your call during the day. We will not leave messages on your phone machine or with roommates, unless you instruct us to do so. If we cannot contact you by phone or e-mail, we will leave a message in your mail box

Is everything I say in counseling "confidential"?

We do not give out information about your participation in or the content of your counseling -- even to faculty members, parents, or RAs--unless you give us your consent. Typically, that consent involves filling out a short written form that indicates with whom we may communicate and about what. The exception to this policy of strict confidentiality involves situations where we believe that you are clearly dangerous to yourself or to others. In those cases, we are ethically and legally bound as mental health professionals to inform persons, such as family members and/or residence staff, who can help reduce the risks of serious harm to yourself or others. The Dean of Students is also informed of these very serious situations.

Who's Who on the Counseling Center Staff?

We are staffed by two Ph.D. clinical psychologists, Director Pat Ponto and Associate Director Alan Hill, a Ph.D. Counseling Psychologist, Danielle Standish, a LMSW level counselor, Elisa Pacheco, a Consulting Psychiatrist, Mauli Verma MD and by 4 intern counselors, Gina Meyer, Sara Parmann, Brandi Pritchett, and Sophia Rath-Targowski. [Staff contact information found here.](#)

The Honor System

The mission of Kalamazoo College is the education of men and women that will prepare them for productive lives and fruitful participation in society. Members of the Kalamazoo College community come to teach, study, and work here because the College's mission and community statements correspond to their values. This community of individuals holds these values in common, despite its diversity. However, we recognize that this community is a fragile balance of cooperation, goodwill, and dependence, ever in need of renewal as new members enter it.

The Honor System is a set of mutually held principles freeing us to create an environment of living and learning that will foster understanding, mutual respect, intellectual curiosity, and social commitment. We ask the members of the Kalamazoo College community to pledge themselves to creating and protecting a sense of honor in their lives, and we call upon them to act when they observe actions that are in conflict with these principles.

Taking Responsibility for Personal Behavior

To develop academic and social growth, we commit ourselves to free inquiry, openness to different points of view, and honesty in speech and conduct. In our attitudes and actions, we aim beyond selfishness and parochialism.

Respecting Others

To enhance our community, we accept responsibility for its social well-being. We commit ourselves to treat with respect those with whom we differ, to recognize the rights held by others, and to attempt to resolve conflicts. Expressions of prejudice are contrary to this mutual respect and prevent the fostering of community.

Nurturing Independent Thought

To safeguard the integrity of academic work and research, we accept responsibility for our own scholarly performance. We regard false representation of our scholarly work as unacceptable because it undermines our integrity and that of the community. We commit ourselves to knowing under what conditions scholarly research is to be conducted, the degree of collaboration allowed, and the resources to be consulted.

Accepting Environmental Responsibility

To maintain and improve the condition of our physical environment, we commit ourselves to the respectful and prudent stewardship of our community's material and natural resources.

Approved by the Kalamazoo College Faculty: October 29, 1990; November 26, 1990

Human Resources

Human Resources

(these are the people you'll work with most; see website for full staff)

Main Office Telephones 269.337.7223 or 269.337.7248

Payroll Telephone 269.337.7250

Wellness Program 269.337.7035

Email: hr@kzoo.edu

Laura Andersen

Human Resources Director

269.337.7248

landers@kzoo.edu

Andrea Tally

Human Resources Assistant

269.337.7223

atally@kzoo.edu

Kenneth Wood

Wellness and Fitness Advisor

269.337.7035

kwood@kzoo.edu

Kalamazoo College Summary of Benefits for New Faculty

Basic eligibility for most benefits requires at least half time employment. Consult Human Resources staff, benefit handbooks and summary plan documents for more information. Please note that the College reserves the right to alter, modify, amend or terminate any benefits described herein.

Faculty/Staff Wellness Program:

- Includes Wellness Room, classes and workshops, family activities, confidential health assessments and one-on-one consultations. Details at <http://reason.kzoo.edu/wellness/>.

Health Insurance:

- Coverage is effective the first day of employment, pending completed enrollment within 30 days of hire.
- The College and the employee contribute toward the premium cost. Specific employee premium cost-share amounts are available from Human Resources or at www.kzoo.edu/hr.
- Coverage is available for spouses, eligible domestic partners and children. However, spouses and partners with coverage available through their own employers are required to enroll in that coverage. The College does not contribute to the cost of dependent coverage for employees with less than a ¾ time appointment (.75 Full Time Equivalent).
- Does not include dental or vision coverage.

Section 125 Flexible Spending Accounts / Premium Conversion

- Employee's share of the health insurance premium is taken pre-tax unless employee waives this option.
- Annual enrollment provides opportunity to pay out-of-pocket qualified health care expenses and dependent care expenses pre-tax through reimbursement accounts.

Term Life Insurance:

- Effective upon employment, pending completed application within 30 days of hire. College pays premium for basic coverage, which consists of two times annual base salary with a minimum coverage of \$50,000 and a maximum coverage of \$100,000.
- In addition, employee may enroll in a fully contributory optional plan.

Employee Assistance Program and Emergency Travel Assistance

- Confidential no-cost benefits for you and your family.

Long Term Disability Insurance:

- One year waiting period for enrollment eligibility; waiting period waived if the employee is coming from coverage under a similar plan with no more than 90 days lapse of coverage.
- College pays 100% of premium. Benefit in the event of disability is 60% of salary, integrated with social security benefits, following a six month elimination period. Monthly maximum benefit is \$5,000. Benefits for total disability continue to age 65.
- Includes a monthly annuity premium benefit credited to 403(b) plan.

403(b) Defined Contribution Retirement Plan:

- Two year waiting period for participation, with credit given for service in a benefits eligible position at another institution of higher education.
- College contributes an amount equal to 5% of annual base salary; in addition, employee may contribute up to 5% of annual salary which the College matches one to one.
- Group SRA also available with no waiting period for participation.

Emeriti Retirement Health Plan

- Eligibility for new employees requires minimum $\frac{3}{4}$ time appointment (.75 Full Time Equivalent).
- Tax-advantaged health accounts, pre-funded during the working years with contributions from the College and voluntary contributions from the employee, to pay for qualified health expenses in retirement.
- Provides qualified retirees with access to group health plans that coordinate with Medicare.

Tuition Benefit for Children of Employees

- Employee must be full-time with at least five consecutive full time service years immediately prior to benefit period.
- Benefit applies if eligible child attends Kalamazoo College or a school in the GLCA Tuition Remission Exchange. Provides full tuition benefit at Kalamazoo College. At other schools participating in the GLCA Tuition Remission Exchange, the student is charged a participation fee equal to 15% of average GLCA tuition.
- Provides benefit for up to four years for up to two children; portion of benefit unused by first two children may be used by a third child.

Sep2010

Business Office

**Please note: The Business Office Web Page has a Wonderful FAQ Section
that will be very helpful**

Business Office

(these are the people you'll work with most; see website for full staff)

Patti Lisak

Payroll Manager

Phone: 269-337-7250

Email: patti.lisak@kzoo.edu

Contact Patti with questions about:

- Payroll for Faculty/Staff
- Changes to withholding information
- Web Time Entry for Staff

Jill Rex

Purchasing Coordinator / Payroll Associate

Phone: 269-337-7285

Email: jill.rex@kzoo.edu

Contact Jill with questions about:

Student Payroll

- Air travel policy
- Car rental policy
- Cell phone information and procurement
- Copier information, procurement, and maintenance contracts
- Online account to order office supplies from Staples
- Property and liability insurance
- A/P check distribution
- Telephone bills
- Other vendor relationships
- Michigan sales tax exemption certificate

Jennifer Williams

Accounting Associate

Phone: 269-337-7224

Email: jennifer.williams@kzoo.edu

Contact Jennifer regarding:

- Vendor payments
- W-9 Forms
- Invoices and requisitions
- Purchase Orders

Business Office

PAYDAYS

The first pay date for the 2011-12 academic year is October 1, 2011 (paid on Friday, Sept 30). Salary checks are available for pick-up at the Business Office counter, Mandelle, Room 201, on the first of the month; they are not sent through campus mail. Once you have access to the college intranet, you may sign up for Direct Deposit on the Payroll website page. If the pay date falls on a weekend or a holiday, the paychecks are available (in paper form or as direct deposit) on the last working day prior to that date. Accordingly, your 'January 1, 2012' paycheck is paid at the end of December 2011 and part of the 2011 tax year.

FULL TIME FACULTY

Friday, September 30, 2011
Tuesday, November 1, 2011
Thursday, December 1, 2011
Friday, December 30, 2011
Wednesday, February 1, 2012
Thursday, March 1, 2012
Friday, March 30, 2012
Tuesday, May 1, 2012
Friday, June 1, 2012
Friday, June 29, 2012
Wednesday, August 1, 2012
Friday, August 31, 2012

ADJUNCTS

Fall Term (three installments)
Friday, September 30, 2011
Tuesday, November 1, 2011
Thursday, December 1, 2011

Winter Term (three installments)
Wednesday, February 1, 2012
Thursday, March 1, 2012
Friday, March 30, 2012

Spring Term (three installments)
Tuesday, May 1, 2012
Friday, June 1, 2012
Friday, June 29, 2012

Payroll

- Direct deposit is now available for all College payments— payroll, student refunds, and accounts payable payments.
- Enjoy the many benefits of direct deposit--No more lost checks. No more rushing to the bookstore or bank to cash your check.
- Save the planet—Enjoy the convenience--Download the form and sign up today!
<https://reason.kzoo.edu/payroll/employee/directdeposit/>

Accounts Payable

- Go to the Hornet Hive at <https://portal.kzoo.edu>
- Click on Financial Information under the WebAdvisor tab
- Click on Bank Information (U.S.) and complete the form

Faculty Development Opportunities

(including how to get money to go to a conference)

The Faculty Development Committee has a very useful website (pull down from committees), but here are some general policies to get you started.

To: Faculty

From: Faculty Development Committee

Re: Grant and Leave Guidelines

The Faculty Development Committee (FDC) has funds to support a number of professional activities, including faculty development, instructional development through the Teaching and Learning Committee (TLC), and Faculty/Student Summer Research Grants.

In addition, FDC reviews and recommends applications for sabbatical and one-quarter academic leaves. To ensure that we are able to fund as many faculty as possible, we ask that you indicate to the Chair of Faculty Development Committee, [Peter Erdi](#) (Physics Department) and [Provost Mickey McDonald](#), whether you are intending to apply for academic leave. Applications should be submitted no later than the Friday of sixth week of fall term.

General Guidelines

1. Please use the electronic FDC forms when making applications for any grants. These may be obtained at the FDC's home page on the K College Intranet where you will also find procedures and guidelines for these applications.
2. Applications must be submitted in a timely manner in advance of the anticipated expense. (In consideration of the committee members' time, please submit applications no later than one week prior to the date of the event.) While the Committee attempts to serve the needs of faculty members and takes into account extenuating circumstances, it typically refuses funding for applications it receives after the proposed activity has taken place.
3. The maximum reimbursement for meals and tips while away from campus is a daily \$36 per diem, with \$27 per diem on days of travel. No records or receipts are required for reimbursement of these expenses (see [Per Diem Guidelines](#)). IRS guidelines do not permit per diem or meal reimbursement for day trips. Example: Faculty member drives to Grand Rapids at 6:30 a.m. for a 9:00 meeting and returns home at 6:00 p.m.
4. Use of a personal car for transportation may be reimbursed for up to 55.5¢ per mile (or as set by the Business Office). Use of a College-owned car may be paid up to the fees listed on the

Facilities Management Web site at www.kzoo.edu/facman/. Reservations for use of these vehicles should be made with Facilities Management, and you must notify Kitty Momburg so that she can provide the correct account number for the expense. If train or discounted airfare is available and less expensive, FDC may fund the lower rate. Flights from Kalamazoo to final destination cities such as Grand Rapids, Detroit, Chicago, etc. will not be reimbursed because the cost of train or car travel is so much less expensive.

5. Faculty making requests are asked to minimize costs through such means as sharing of rides and accommodations and purchase of discounted airfare tickets.

6. Receipts for reimbursement must be given to Kitty Momburg in the Provost's Office within 2 weeks of the travel or use of funds. Delays in reporting expenses make it difficult for the FDC to know exactly how much money it has left to disburse. Kitty Momburg will also handle requests for travel advances. When you incur expenses associated with a FDC travel grant, you may submit valid receipts for immediate reimbursement. Example: your application is approved and you purchase airline ticket in October for a December conference. You may submit the airline ticket in October and the remainder of the receipts after travel.

Special Guidelines

Professional Development Projects and Travel Grants: Projects funded include research or creative projects, preparation of manuscripts for publication or presentation, as well as attending, officiating, or delivering papers at conferences, workshops, and professional association meetings. All faculty members on full-time appointments are eligible to apply for Professional Development Grants. Part-time faculty or others who do not fall into the preceding categories will be considered eligible only with the Provost's approval. Please note that faculty with endowed chair or Hutchcroft funds are not eligible for FDC funding. Once approved, an electronic award letter will be sent to the faculty member's college e-mail address.

Grants for the purpose of attending a conference or annual meeting where one is not presenting a paper and is not a major participant may not exceed \$600. Grants for presenting a paper or otherwise actively presenting one's research/artworks will be funded fully up to \$1,600. Grants for chairing a session or participating in a panel discussion will be funded up to \$900.00. Grants for archival or site research will be funded up to \$900. All such grants are contingent upon budget availability.

Faculty are limited to \$1,600 per fiscal year in total FDC award funds. Professional librarians and physical education faculty are limited to one \$600 award per year.

NEW: Awards will not be given by both Faculty Development and the Teaching and Learning Committee for the same conference/workshop/meeting. Choose the funding method that best suits your request.

Instructional Development Grants (TLC): Grants up to approximately \$1,000 are available for faculty who would like to attend conferences on teaching, learning, and/or the scholarship of teaching. These grants may also be used by faculty interested in developing new courses or revising existing ones, and for new pedagogical projects for use in the classroom. All faculty members on full-time appointments are eligible for these grants. Part-time faculty or others who do not fall into the preceding categories will be considered eligible only with the Provost's approval. Faculty with endowed chair funds or Hutchcroft funds are eligible for TLC funding.

Applications should be completed and submitted electronically by Wednesday of 8th week. TLC will meet to review applications and award the first round of grants by 10th week of fall quarter.

NEW: Awards will not be given by both Faculty Development and the Teaching and Learning Committee for the same conference/workshop. Choose the funding method that best suits your request.

Faculty/Student Summer Research Grants: The primary criterion used in awarding these grants is the extent to which the proposed activity supports faculty scholarship and other professional related interests and offers a valuable learning experience for students. Note: grant money for students conducting SIP research can be requested from the Career Development Office as well as from other programs and departments. FDC funds are, in principle, to support faculty research. Students receive stipends for actively participating in, or otherwise supporting, the faculty member's research. Research equipment and stipends for faculty are generally not funded. All faculty members on full-time appointments are eligible for these grants. Part-time faculty or others who do not fall into the preceding categories will be considered eligible only with the Provost's approval. Faculty with endowed chair funds or Hutchcroft funds are eligible for this funding.

- 1) A student is invited by a faculty member into faculty summer research project.
- 2) The project is meant to be a collaborative effort between the faculty member and the student.
- 3) The project must benefit both the faculty member and the student. It is not meant to be "work", but participation in research.

For consideration of funding, applications must be submitted electronically or by campus mail to the FDC Chair by Friday of 7th week of Spring term. There is a limited amount of funding so late applications will not be considered. FDC will make a decision on the grant awards the end of 9th week of spring term.

Other Funding Options: International travel grants may be available from the Center for International Programs (contact Joseph Brockington).

One-Quarter Academic Leaves: During the academic year, the Provost will offer one-quarter, full-pay Academic Leaves to two faculty members for the purpose of furthering or completing a professional project. In addition, a grant from the Joyce Foundation will support a member of the Biology, Chemistry, or Physics Departments for a one-quarter academic leave with full pay and additional funds for research activities. While support from the Joyce Foundation must be used for research in the natural sciences, academic leaves supported by the Provost may be used for research or for another valid academic project in any of the College's academic areas. For tenured faculty, preference is given to those whose sabbatical year is more than two years past. For tenure-track faculty the first retention review must be successfully completed before being eligible for either of these leaves. Tenure-track faculty should remember that if they choose to take a one-quarter leave, they are not eligible for the post-4th-year review leave. If there are any questions about this, please contact the Provost.

Proposals should include a completed application (see FDC home page), a current CV, a project proposal of 3-5 pages describing the project, indicating how it fits into the activities of previous years and how it will affect one's future academic work as well as how the project is related to the activities of other professionals in your field. The proposal should also indicate what progress has been made on the project up to now and a schedule of work to be accomplished. The proposal should also include a letter from the Department indicating support for the application and departmental plans for covering the work with funds allocated for that purpose. Deadline: Friday of the sixth week of fall term. Send application to the Chair of FDC.

Year-Long Leaves: Following at least six years of full-time service to the College and/or associated professional activities in College-approved programs or the equivalent, a faculty member is eligible to apply for one-quarter's leave (at full pay), two quarters' leave (at 8/9 annual pay), or three quarters' leave (at 2/3 annual pay). Among the criteria for the granting of sabbatical leaves are the following: quality of the proposed project, schedule of previous leaves, evidence of productivity on previous leaves, and likelihood of long-range contribution of the leave to the enrichment of the College environment. Faculty members requesting sabbaticals are expected to investigate sources for outside funding and to work with departments in guaranteeing that their teaching and other obligations may be effectively covered in their absence. Proposals should include a completed application, a current CV, a project proposal of 3-5 pages, and a supporting letter from the Department or Program to which the faculty member contributes.

Deadline: Friday of the sixth week of fall term. Send application to the Chair of FDC.

Development Opportunities in Teaching and Learning

Criteria for Instructional Development Grants (Teaching and Learning Committee)

Grants starting at \$500 are available for faculty who would like to attend conferences on teaching, learning, and/or the scholarship of teaching. These grants may also be used by faculty interested in developing new courses or revising existing ones, and also for new pedagogical projects for use in the classroom. Application should be completed and submitted electronically by Wednesday of 8th week (Nov. 12). Please note that grants can be retroactive to the start of this fall quarter. TLC will meet to review applications and award the first round of grants by 10 week of fall quarter.

NEW: Awards will not be given by both Faculty Development and the Teaching and Learning Committee for the same conference/workshop/meeting. Choose the funding method that best suits your request, please.

[Application for Conference Attendance](#)

Help Finding Outside Funding for Scholarship/Teaching Research and Development

Anne Dueweke is the College's Director of Faculty Grants and Institutional Research. She is happy to set up individual appointments for faculty interested exploring outside funding for their work. She will also be a participant in our Winter ongoing orientation event and will be holding workshops 10th week Thursday every quarter in the Olmsted room at 4:00: F Humanities Faculty Funding, W Social Sciences Faculty Funding, S Untenured Faculty Funding. Watch for her new website and the opportunity to receive emails about new funding opportunities.

Please feel free to contact Anne at:

(269) 337-7418
adueweke@kzoo.edu