

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.

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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.