

## ANNUAL REPORT

### Faculty Executive Committee

Sept. 8, 2010

#### INTRODUCTION

The Faculty Executive Committee met 28 times during the academic year of 2009-2010. The Chair participated in the new faculty orientation program in September. The committee also met twice with the VPAA and the Dean of the Faculty and once again with them along with members of the CAPT to discuss FEC's service and governance proposals as well as a range of other topics. FEC also had substantive email correspondence with the VPAA, the DOF, and Chairs of all major committees at the College.

#### FACULTY HANDBOOK

FEC brought to the floor of the October 2 Faculty Meeting a slightly revised *Faculty Handbook*. The revisions involved nomenclature, some committee memberships, and personnel candidates' access to materials. ~~With the l04 Title H(h) and bnvo-d~~

### IPPC/FEC-6/FEC-9

FEC and IPPC tried an experiment this year. Rather than the alternative FEC 6/FEC 9 meetings of previous committee incarnations, we decided to try to meet independently, unless circumstances or other motivations brought us together. This led to two meetings of FEC at which IPPC was represented and one full meeting of FEC 9. Overall, it was felt that this structure was an improvement but needs further work, since communication between the two groups seemed to have been too minimal this year. The idea of regular contact between a non-chair FEC member and one of the IPPC FEC members had universal support, and it is hoped that this will be implemented next year.

### TEACHING ASSOCIATES

FEC made a motion to the Faculty that employees who are Teaching Associates be allowed to vote at Faculty meetings. This motion was accepted by the Faculty. The content of the motion is included below in Appendix D.

### THE 30% REDUCTION

Most faculty committees responded to FEC's request they consider reducing their memberships, as suggested in the resolution adopted by the Faculty. Several committees took steps in the direction of reducing the numbers of their members, and one committee, the IRC, conducted discussions which led to their request for dissolution. FEC attended these meetings for the IRC and asked for careful rationales and faculty/non-faculty ratio analyses from those wishing membership reductions. For committees having membership stipulated in the *Faculty Handbook*, certain stipulated steps will be necessary if they are to change. These steps will require the committees to write a rationale, with the FEC helping on any questions or concerns, and then FEC bringing the motion. This will continue to be considered next year. But FEC members were greatly encouraged by the general response to our attempt to control the committee component of faculty professional responsibilities.

John Brueggemann  
Pat Hilleren  
Dan Hurwitz (Chair)  
Karen Kellogg (1 year replacement for Stokes)  
Reg Lilly  
Natalie Taylor  
Sue Bender (on leave Fall 09, IPPC Representative Spring 10)  
Hugh Foley (IPPC Representative)  
Tim Harper (Fall 09 IPPC Representative)  
Adrienne Zuerner (IPPC Representative)

2010-2011

Barbara Black  
Ben Givan  
Patricia Hilleren  
Dan Hurwitz (LV Fall 2010)  
Karen Kellogg (F'10 replacement for Hurwitz)Reg Lilly (Chair)  
Natalie Taylor  
Hugh Foley (IPPC Representative)  
Denise Smith (IPPC Representative)  
Adrienne Zuerner (IPPC Representative)

## APPENDIX A

### III. Motions: Big 7

#### A. Motion

FEC and CAPT jointly move to insert the following text (italic type) into the Faculty Handbook, Part One, Article VI, Section A. (Tenure-Track Faculty), under Community Service (page 107): Participation in faculty governance is another important option requiring skills and commitment that answer the needs of the College. *In particular, and especially as it pertains to faculty with tenure, It should be noted that service in the seven core governance committees is critical to maintaining the shared-governance system that is central to the College's institutional identity. Those seven committees are the Committee on Academic Freedom and Rights [CAFR], the Committee on Appointments, Promotions and Tenure [CAPT], the Curriculum Committee, the Committee on Ee(om)5a5(e)-2(nu)6(o) -1.141 Td [(C)4(o(r)9(t)-5(ai)6(ns)-2( t)6(o) c -0TT2 1 Tw [(C)y(l)-2(C)4(*

This language would appear right at the end of the new text proposed in the first motion offered. Although *reappointment, promotion, or tenure* should not be considered as a reward for administrative or committee work, the skills, counsel or vision so demonstrated may answer real needs. These and other aptitudes or achievements may strengthen a candidate's cases.

**Rationale**

This additional language brings consistency and accuracy to this section.

## APPENDIX B

### **I. Resolution: 10 Principles of Governance**

Resolved, that the faculty adopts the following principles of governance.

1. Be lean. All things being equal, the smaller a committee is, the better. It is easier to plan meetings and make decisions.
2. Emphasize consultation more and representation less. Different colleagues could be consulted productively in the context of more focused, limited timeframes.
3. Attend carefully to the relative weight of faculty voices on any committee compared to that of other constituencies. We should add or subtract individuals representing different stakeholders

## APPENDIX C

### **II. Resolution: 30% Reduction**

Resolved, that the faculty requests that every standing committee on which faculty serve review its function and membership to determine if they can reduce their membership by working with the Faculty Executive Committee and all relevant constituencies with the overall goal reducing number of committee spots (held by faculty and other stakeholders) by approximately 30 percent.

#### **Rationale**

The College now has roughly the same number of available faculty as we do standing committee spots for those faculty. The previous effort to streamline the committee system by reducing the overall number of committees led to elimination of certain committees and, in many cases, the establishment of new, parallel committees (or subcommittees) to take their place. Given the significant pressures on faculty time and the scarcity of other resources, this is an appropriate time to refocus the energy devoted to governance. In the interest of balance, wherever faculty influence is curtailed, we must also endeavor to

## APPENDIX D

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