POLICIES AND PROCEDURES: FACULTY

2015 - 2016

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This manual contains the policies and procedures uniquely applicable to Millikin University faculty. This is not a contract, nor should the language used in this manual be construed as creating a contract, express or implied, between Millikin University and any of its faculty or other employees. Each faculty member’s contractual relationship with Millikin University is governed solely by his or her letter of appointment or individual contract.
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1 RIGHTS AND RESPONSIBILITIES OF FACULTY

Faculty should refer to the Employee Handbook for additional guidance and clarification of their rights and responsibilities as employees of Millikin University.

1.1 UNIVERSITY MISSION

To Deliver on the Promise of Education

At Millikin, we prepare students for
• Professional success;
• Democratic citizenship in a global environment;
• A personal life of meaning and value.

1.1.1 A Statement of Vision for Millikin University

To Be Recognized as Distinctive Midwestern University, delivering professional preparation
grounded in and inspired by the liberal arts.

Where theory, practice, and reflection guide our curriculum;
Where integrated learning, collaborative learning, and engaged learning dominate our culture;
Where students, faculty, staff, and administrators are engaged and stimulated.

Our Guiding Philosophy

We value the life of the mind within the context of the whole person. We believe that intellectual curiosity, critical analysis, original thought, and creativity nurture both the individual and the larger community.

We are committed to promoting students’ personal growth by challenging them to explore diverse ideas, viewpoints, and cultures; to build connections between their academic work and their experiences beyond the classroom; and to engage directly in service to others.

We are committed to developing graduates, faculty, and staff who will apply their talents ethically in the workplace and will serve society as responsible citizens.

We are committed to endowing graduates with a keen appreciation not only for their local and regional communities, but also for the dynamic, interdependent, global society in which we live.

We affirm the importance of spiritual development and the significance of religious belief as a source of inspiration for many. We also value dialogue among people of diverse beliefs and perspectives as a means of enriching communities and the lives of individuals.
We value communities in which all members collaboratively explore the rich experiences of the past, critically examine and respond to the challenges of the present, and seek effective ways to positively influence the future.

A Vision for Millikin University

Guided by the core values and beliefs expressed above, and building on a century of experiences, we strive to achieve the following vision for Millikin University in the early years of the twenty-first century.

Millikin will be a community of scholars helping build a better world by dedication to the intrinsic value and the power of knowledge and to social action. Faculty, staff, and students will be committed to a learning community that honors the life of the mind, respects the dignity of each person, and challenges us to act responsibly and ethically. These ideals will be reflected in an integrated program of liberal learning and in strong interrelationships between liberal arts and professional programs. Recognizing the value of the University's Judeo-Christian heritage, we will also embrace the value of diverse cultures and perspectives. As we confront the social and technological transformations of a new millennium, we will shape a learning community responsive to the challenges of a rapidly changing age.

The vision of Millikin consists of three key components: A Culture of Educational Excellence, A Coherent Campus Learning Community, and A Campus Community of Partnerships with Others.

A Culture of Educational Excellence

We emphasize standards of excellence both in the classroom and throughout our activities on and off campus. We develop strategies for evaluation and continuous improvement consistent with our vision and changing needs.

We evaluate the quality of our total education process by internally developed quality standards, by the norms of peer institutions, and by national standards. In addition, we are responsive to the public perception of the value of a Millikin education.

We assess the impact and effectiveness of a Millikin education through close contact with employers, graduate schools, donors, students, alumni, and others.

We create a forum for ongoing discussions of the University's vision, the challenges of the twenty-first century, and the role of higher education in both the surrounding area and the larger society to foster a coherent learning community of excellence.
A Coherent Campus Learning Community

Millikin's thriving academic culture emerges from a coherent vision of education, emphasizing common intellectual and cultural experiences shared by all students. This common experience is complemented by rigorous academic programs that develop expertise in a variety of fields and provide for a broad grasp of significant intellectual issues. In recognition of the changing nature of the workplace, programs develop interdisciplinary, collaborative learning approaches that utilize internship experiences, student-mentor research, and technology-based teaching paradigms. It is also clearly understood that learning is not confined to the classroom but includes co-curricular programs that contribute to the development of the whole student.

This shared vision inspires members, individually and collectively, to accept responsibility and accountability for their learning community. Students, faculty, and staff are active participants in a community characterized by commitment to knowledge, highest standards of expectation, and belief in the ability to create positive change through social action.

A Campus in Partnership with Others

Millikin serves as a learning resource for the surrounding community and seeks through creative educational partnerships to foster seamless life-long learning for its members. We have strong ties with external constituencies, employing telecommunications and computer networking capabilities to serve and learn from education, business and industry, and public service organizations.

An essential element of the campus community is a commitment to service. Faculty, staff, and students work within the campus community, the Decatur area, and other external communities through service learning activities, mentoring programs, and other volunteer services. Through cooperative educational ventures with the community, we assist our students in integrating academic studies in the classroom with a range of experiences in society.

We have regional, national, and international affiliations with other colleges and universities that strengthen and revitalize our programs and which draw upon our distinctive contributions to higher education.

1.2 FACULTY RESPONSIBILITIES AND ACADEMIC FREEDOM

Faculty excellence is the *sine qua non* of excellence in undergraduate education. To be sure, many elements create superior undergraduate education--resources, facilities, student abilities, motivation, achievement and institutional culture. Nevertheless, the faculty establish curricula which guide student learning, serve as the mentors who help students develop levels of competence, and are *de facto* role models for intellectual, professional, and artistic engagement.
1.2.1 Academic Freedom at Millikin University

Millikin University requires that academic freedom be exercised in harmony with the specific character and objectives of the University, which are those of an institution of higher learning. In consequence, it expects the members of the faculty to be supportive of the Mission and Vision Statement of the University.

Institutions of higher education are conducted for the common good. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and scholarly/artistic activities. Academic freedom in scholarly/artistic activities is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental to protecting the rights of the faculty member in teaching and the student in learning. The faculty member is entitled to freedom in the classroom in discussing the faculty member’s subject, but should exercise reasonable care not to introduce into the teaching controversial material, which has no relation to the subject.

Freedom carries with it responsibilities as well as rights. Just as the faculty member should guard his/her right of free inquiry against limitation by others, so he/she should guard against limiting others’ rights of free expression.

While affirming academic freedom as a right, Millikin University recognizes that, in some circumstances, the questions of academic freedom become enmeshed in questions of professional incompetence or irresponsibility. In an effort to distinguish these sometimes confusing issues, the guiding principle is that charges of professional incompetence or irresponsibility shall not be used to limit academic freedom, nor shall appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

Disputes involving a charge that a faculty member’s rights and academic freedom have been abrogated or that professional ethics have not been maintained are to be settled through the established review and grievance procedures set forth in this Policies and Procedures: Faculty.

1.2.2 Professional Conduct

1.2.2.1 Civil Discourse

We are a community of scholars. A scholarly community must respect and accommodate diversity of opinion. Consequently, faculty and staff are expected to model reasoned and civil discourse in all University activities.

1.2.2.2 Human Dignity

A central goal of the academy is to establish a society where the inherent dignity and value of the individual is respected and honored. It is important that all members of the Millikin community, but especially those in instructional roles, support this goal through their personal interactions with students, staff, and colleagues.
1.2.2.3 Ethical Standards

In many cases, a student’s first exposure to a professional field is through a faculty member. To promote the success of our students and the enrichment of the various professions, it is important that all Millikin faculty fulfill the highest ethical standards of their field.

1.2.3 Professional Responsibilities

Faculty work at Millikin University is categorized according to the following areas:

- Teaching (defined in 1.2.3.1)
- Scholarship/Artistic Achievement (defined in 1.2.3.2)
- University Service (defined in 1.2.3.3)
- Service to the Profession (defined in 1.2.3.4)
- Professional Service to the Community (defined in 1.2.3.4)

Lists of activities included below are not intended to be limiting in either the nature of activities that can be included in a particular category or in the classification of a particular activity. All faculty are encouraged to be creative in designing and pursuing activities that allow them to bring their particular expertise and talents to bear on the University’s mission and the needs of their various communities. Furthermore, Millikin University prizes the efficiency of activities that serve multiple communities or impact several areas of responsibility. Consequently, faculty are encouraged to pursue activities that fulfill several roles; accomplishments that fit this description will be considered in as many areas as appropriate during the evaluation process.

Teaching is a central responsibility of the faculty. It is also the responsibility of each faculty member to remain actively and effectively engaged in university service and scholarship/artistic achievement on a regular and consistent basis. Each full-time faculty member's responsibilities will typically include regular teaching duties equivalent to twelve-semester hours per semester, university service, and scholarship/artistic achievement.

1.2.3.1 Teaching

It is the responsibility of the faculty member to provide an arena in which students can develop competency in skills, knowledge, and values. The faculty member should also aspire to instill in students a passion for learning, challenging each student at his/her own level, as relevant problems and issues are addressed.

Teaching effectiveness varies according to the interaction of subject matter, teaching methods, and students’ learning styles. Therefore, it is the responsibility of the faculty member to seek to identify and pursue those teaching methods best suited to each situation, whether it be collaborative teaching, apprentice/mentor roles, service learning opportunities, seminar/discussions, or traditional lecture models. In all learning situations, the faculty member should place a high value on active learning in which
each student is encouraged to integrate knowledge between courses, and connect learning to practices and problems in society.

All faculty are expected to maintain expertise in their discipline, including familiarity with scholarly publications, and to develop and revise courses on an ongoing basis. Continued professional growth will enable him/her to set forth divergent views fairly and accurately.

Teaching Load

Although the target for full-time faculty is 12 equated hours per standard semester during each academic year (fall and spring), individual teaching loads will be specified in each faculty member’s contract letter. Assignment of faculty teaching loads and schedules will be made by the chair and/or director after consultation with the faculty and upon approval of the Dean. In making teaching assignments, it is important to strive for reasonable equity. Apparent inequities will arise periodically as enrollments shift and/or when certain faculty are unavailable due to academic or personal leaves. When these persist, the Deans and Provost should alleviate them by redistributing faculty positions, effecting changes in student distribution between majors, and, where pedagogically and financially sound, by hiring part-time and/or full-time faculty.

Responsibility in Availability for Student Conferences

Students count individual conferences with faculty members as one of the greatest assets of an institution like Millikin. Faculty should establish minimally five office hours per week to be posted outside their office doors. Faculty should make themselves available on campus at least three days per week.

General and Academic Advising

Faculty will often serve as informal advisor for students in their classes. In addition, most full-time faculty are assigned a variable number of students for more structured or intentional advising. Because of the unique opportunity for mentoring on issues involved in both intellectual and career development, this represents one of the most important teaching roles of the faculty. Because the University recognizes the value of advising, it will be evaluated within the area of teaching in promotion, tenure, and annual review processes.

The assignment of individual students to specific advisors is the responsibility of the department chair, division director or Dean. Students and advisors may request a change in advisors at any time.

Academic and general advising is a complex task. It is the responsibility of the faculty advisor to strive to ascertain from the student information needed for helping devise a plan of study that is consistent with the student's individual strengths and interests. The advisor should help the student interpret departmental, college and university requirements as described in the catalog.
While the University’s commitment to advising, it is the responsibility of the student to seek out the advisor in a timely fashion, provide information on personal and academic issues relevant to the student-advisor interaction and to be familiar with appropriate sections of the University catalog, including but not limited to the requirements for graduation.

Students and advisors will meet more or less frequently depending on the student's need for assistance and the extent of the advisor's mentoring role, they should meet at least once per semester; however, the advisor should be available and open to more frequent meetings if necessary. Typical topics to be covered during one or more of the student-advisor sessions include:

1) Discussion of life and career goals;
2) Formulation and review of an individual plan of study that will foster an appreciation for life-long learning;
3) Verification that the student has investigated and considered specific degree and major requirements including any new developments;
4) Discussion of the relationship of personal characteristics and the student's selected area of study and/or career;
5) Consideration of strategies for improving academic performance;
6) Discussion of co-curricular opportunities; and
7) Referrals to other persons or agencies for special assistance, if necessary.

Because of the diversity in the nature of advising among the university disciplines, it is the responsibility of each unit to incorporate an advising system for advising activities appropriate for their own faculty in the unit plan, as described in section 4.16. The system includes training of new faculty advisors, on-going professional development of other faculty advisors, as well as assessment of the advising system.

1.2.3.2 Scholarship/Artistic Achievement

The Millikin faculty embraces the notion that it should be defined as a "community of scholars." Scholars produce scholarship. Therefore, the production of scholarship is a natural and necessary activity at Millikin University and its pursuit is expected of the faculty.

Members of the Millikin academic community, both students and faculty, should contribute to the University's intellectual life by producing scholarship appropriate to their stages of development. Students should investigate questions and pursue projects which draw upon their ongoing education and expand their skills as developing scholars. Faculty should pursue projects which draw upon their established expertise and call upon their skills as experienced scholars.

The production of scholarship is both an expectation and a measure of an excellent faculty. Simply remaining current in one's discipline is at best only subsistence scholarship and should not be construed as satisfying scholarship expectations. At the same time, the Millikin academic community has reasonable expectations concerning the frequency of formal scholarly or creative production, consistent with the primary focus...
on student learning, our recognition of faculty members' multiple duties, and the variations among the disciplines in the timeframe necessary to complete projects.

Because diversity is valued and promoted at Millikin, the creative output of our community of scholars can take many forms. Thus, artistic achievement has equal stature with traditional scholarship. Scholarly contributions to the pedagogy and practice of the discipline are considered scholarship. Furthermore, certain limited kinds of professional achievement (including consulting) are considered scholarship.

While Millikin values diversity in defining scholarship, some common elements must be defined which ensure uniformity across the university in the area of scholarship and artistic achievement. Therefore, the following criteria will serve as the common basis on which scholarship/artistic achievement will be judged:

1. Scholarship includes exploration of new territory, or reevaluation of what is known or accomplished, or new translations, or new creative visions or performances, or the positioning of new interpretations, or the offering of new methods of conceptualization or new methods of understanding.

2. Scholarship includes a product, a performance, a text, a creation that is in some way put forth for review by one's peers--persons of at least equal expertise--for evaluation, review, appraisal, collaboration, affirmation, and acceptance or denial.

3. Scholarship requires engagement in the activity over time and periodically comes to formal closure. These activities, whether of seminal importance or the stature of a footnote, should be something with which faculty members are engaged in an ongoing fashion. By so doing, faculty offer themselves as role models for their students and further contribute to their field.

Because of the diversity in the nature of scholarship/artistic achievement among the university disciplines, it is the responsibility of each school or college to establish standards for scholarship/artistic achievement activities appropriate for their own faculty, as described in the College/School/Division Unit Plans.

1.2.3.3 University Service

Duties undertaken by faculty in governance, recruitment, public relations, program development, and program maintenance--all essential to the immediate health of the institution--are designated as "university service." University service is expected of all full-time faculty: tenure and promotion to Associate or Professor will not be awarded without evidence of significant effort and contributions in the area of university service. At a minimum, this would annually include membership on one university committee or council or an equivalent contribution to the School/College or Department, active involvement in departmental programs, and demonstrated engagement in the intellectual and cultural life of the campus.

It is the responsibility of the faculty member, assisted by the chair and/or director and Dean, to determine ways to be most effective in satisfying this expectation.
With the understanding that some of these items may count under other categories of faculty responsibilities as well, other examples of university service, of varying importance, include:

- Chairing a department or division;
- University assessment work;
- Advising of student organizations;
- Contributions to student recruitment activities, such as interviewing Presidential Scholar/Honors Scholar candidates, interviewing/auditioning prospective students, and participation in Previews University Orientation Program participation;
- Media appearances;
- Membership on search committees;
- Grant proposal writing;
- Grant administration;
- Service as an officer on committees or secretary at departmental meetings;
- Operating and maintaining programs (budget, equipment, inventory, etc.)
- Organizing and coordinating internships;
- Service as parliamentarian;
- Writing letters of evaluation and recommendation;
- Management of student personnel, lab technicians, etc.

1.2.3.4 Professional/Community Service

Service to the profession and professional community service are integral parts of the vision of Millikin University. They are, therefore, highly valued for their intrinsic merit as service activities and because they may in some cases be scholarly in nature. Faculty members pursue these activities both for personal and professional development, and to support the overall institutional vision and goals. Because the University recognizes the value of these activities, they will be given consideration in promotion, tenure, and annual review processes. These service activities may not, however, be substituted for the basic expectation of university service.

Service to the Profession

Service to the profession is defined as service that promotes the growth and development of the faculty member's particular disciplines, or, more broadly, higher education. The distinction from professional community service category is that service to the profession does not necessarily involve the personal application of the discipline, but rather the promotion of it (as a member of professional organizations) or presentation of it (as an adjudicator or presenter).

With the understanding that some of these items may count under other categories of faculty responsibilities as well, examples of service to the profession, of varying importance, include:

- Leadership roles in state, regional, or national professional organizations
- Committee member in professional organization
Evaluator of papers for professional journals
Juror for exhibitions and competitions
Editor of professional journals or newsletters
Adjudication of plays, music festivals, etc.
Speaker for school and community organizations
Participation at a professional meeting
Presentation of workshops

Professional Service to the Community

Professional community service activities are the direct applications of the faculty member's professional expertise which benefit a firm, agency, community organization, or the community at large. Although some of these activities may fit into the area of scholarship, their service component is an important one, and the service value of these activities should not go unrecognized. Therefore, they are listed here as professional service to the community.

With the understanding that some of these items may count under other categories of faculty responsibilities as well, examples of professional service to the community, of varying importance, include:

- Participation in musical or theatre performances
- Designing and/or operating a discipline-related community program (e.g. counseling program for abusive spouses)
- Consulting
- Provider of in-service training for organizations
- Service learning projects
- Artist-in-residence position held in area schools

Other Service to the Community

Other service to the community refers to activities undertaken off-campus that are not directly related to one's expertise. These acts of good citizenship, although not requiring the expertise for which the faculty member was employed, are generally undertaken by individuals who are community-minded and wish to contribute to the well-being of people outside the Millikin community.

Although it is difficult to show the direct impact this kind of community service has upon the University's primary role of teaching, many people consider these activities important to the well-being of the community at large and to the image of the University in the professional/academic and local community. Since the impact of these activities on the University is indirect, such activities will be considered for recognition and evaluation if a compelling case can be made in support of their significance to the University. Activities for consideration in promotion, tenure, or annual reviews should generally be leadership responsibilities. Since service to the community is not one of the required categories of faculty responsibilities (as described in section 1.2.2), it will be the duty of the Chair and/or Director and Dean to fold appropriate community service contributions into the faculty member's designated growth plan for evaluation.
1.2.3.5 Professional Contributions to the University

For those with split appointment contracts within the University, there are faculty roles and responsibilities that do not neatly fit into the traditional definitions of Service, Teaching and Scholarship. Millikin recognizes this and acknowledges that performance of these roles and responsibilities is faculty work and needs to be evaluated as such. Additionally, some faculty responsibilities that are considered as service may be better represented as Professional Contributions to the University. Roles and responsibilities that are considered as Professional Contributions to the University include, but are not limited to, directing and administering a specific program such as the Pre-Professional Program, Writing Center, the Center for Entrepreneurship, Honors Program, and the Educational Technologist.

1.3 INDIVIDUAL FACULTY GROWTH PLANS

To keep the configuration of faculty work clearly focused in the minds of faculty members and to assure adequate professional development, growth plans are to be initiated by all tenured and tenure-track faculty members in consultation with the appropriate chair and/or director and with the approval of the Dean. The written growth plan should consist of a summary of agreements between the faculty member, chair and/or director and Dean about the plans a faculty member has for professional growth. Untenured tenure-track faculty are required to develop an initial growth plan (usually for three years) – the length of which coincides with the mid-tenure review. A second plan is required for the length of time remaining to the tenure review. In cases where the probationary period is less than 6 years, the length of the growth plan will be determined in consultation with the chair/director/Dean. Tenured faculty should develop five-year growth plans, which are updated during the annual evaluation and are used to inform administrative decisions. First Year full time Faculty growth plans are due the first day of their second semester to department chair, director, and/or Dean.

Growth plans should address the following issues:

1. A description of goals in each of the areas of faculty responsibility described above;
2. A description of how the plan will contribute to the mission and effectiveness of the faculty member’s department, college, and university;
3. A statement of how the plan is intended to meet any of the criteria for the faculty members goals with regard to promotion or tenure;
4. A description of institutional and non-institutional support to be provided or sought;
5. Multiple means of assessing the success of the proposed growth plan.

Growth plans must be flexible. They provide a means of articulating an understanding among faculty, chairs/directors, and Deans, who must agree to their appropriateness. Obviously, it is understood that important, unexpected opportunities for the faculty member or needs of the university may arise which may modify the plans. The purpose
is articulation rather than contractual, helping faculty articulate and develop plans for professional growth consistent with University needs and mission. The growth plans are to become a part of the faculty member’s file.

2 FACULTY APPOINTMENTS

2.0 RELATIONSHIP TO FACULTY CONTRACTS

This manual contains the policies and procedures uniquely applicable to Millikin University faculty. It is not a contract, nor should the language used in this manual be construed as creating a contract, express or implied, between Millikin University and any of its faculty or other employees. Each faculty member’s contractual relationship with Millikin University is governed solely by his or her letter of appointment or individual contract.

The administrative or staff responsibilities of faculty members with administrative or staff appointments are specified in the individual contracts of such faculty members.

2.1 DEFINITION OF FACULTY, FACULTY RANKS, AND FACULTY TITLES

A ranked faculty member is a full-time or part-time faculty member of the University who has been appointed to one of the four regular academic ranks: Instructor, Assistant Professor, Associate Professor or Professor.

A full-time faculty member not holding one of the four ranks listed above has been appointed to the position of Lecturer.

2.1.1 Full-Time Faculty

A full-time faculty member is a contractual faculty member of the University who is qualified for appointment to one of the academic ranks listed above or the position of Lecturer and ordinarily has full-time teaching duties or has teaching and other duties (e.g. academic administration, counseling) equivalent to the responsibilities of a full-time faculty member.

2.1.1.1 Full-time Faculty with a Split Appointment

Full-time faculty who assume and perform significant program-related responsibilities, either at time of initial hire or at a later date, and who are qualified for appointment to one of the academic ranks (instructor, assistant professor, associate professor, professor), shall be designated in their contracts as holding split appointments. The faculty member is expected to perform the duties of a regular faculty member (i.e. teaching, scholarship/artistic achievement and service) in addition to his or her defined program duties. Moreover, his or her program duties shall be academic in nature. Neither a split appointment nor the responsibilities of that appointment preclude access to faculty development funds, tenure, promotion, and/or sabbatical leave (if tenured or tenure track). Areas of activity associated with the program and time
devoted to program responsibilities shall be defined in the contract. These professional duties, along with teaching, scholarship/artistic achievement and service, are equivalent to the responsibilities of a full-time faculty member. Faculty members in split appointments will have full voting privileges in the academic department in which their teaching takes place.

The teaching component for all split appointments will be reviewed and determined in consultation with both the appropriate Dean and the department chair/division director. Teaching load as specified in the letter of hire and/or contract letter will be considered as full time teaching with regard to tenure and promotion.

2.1.1.2 Contracts for Individuals with Split Appointments

Contracts for individuals with split appointments will ordinarily include the following:

1. A description of status of the position (i.e. tenure track, non-tenure track, rank, proportion of effort for each area of the position, salary, length of contract and expectations of period of service during the calendar year.

2. A description of the mechanism of performance review for each area of responsibility, including dates for such reviews and details regarding how these reviews will take place.

3. A statement of the responsibilities in each component of the position, including the evaluative percentages assigned to teaching, scholarship/artistic achievement, service, and professional contributions to the university. The percentages assigned to teaching, scholarship/artistic achievement and service should be proportional to the relative weights assigned in section 4.8.1. for full time faculty.

4. A description of the activities that will be considered when evaluations occur in each of the areas identified (i.e. teaching, scholarship/artistic achievement, service, and professional contributions to the university).

5. An identification of the person(s) who will evaluate the performance in each of the components of work, which collectively constitute the position.

6. A description of the expected consequences should the duties associated with a part of the contract end.

These contracts may be modified with the agreement of the person holding the position, the Provost, the appropriate Dean(s) and the Chair(s)/Director(s) of the appropriate Department(s)/Division(s).

2.1.2 Part-Time Faculty (Adjunct Faculty)

A part-time faculty member is considered a member of the adjunct faculty and usually has a teaching assignment of six or fewer equated hours per semester; usually has no other faculty duties and responsibilities; is selected in the manner set forth below in section 2.3.2; always receives a term contract as described in subsection 2.2.2; receives no fringe benefits or Millikin funded educational assistance; and does not accrue time towards tenure, promotion, and sabbatical.
Adjunct faculty are expected to be available at least two hours per week for each three equated hours taught to advise students regarding their course work. Department and program chairs should make an effort to include adjunct faculty, when appropriate, in the life of the department. Adjunct faculty should attend departmental meetings, when requested by the chair and/or director.

Letters of appointment for part-time faculty are written by the Provost upon recommendation of the appropriate Dean.

Rank as an adjunct is based upon experience and qualification. Adjunct compensation is based upon rank, prior experience, and market factors.

Part-time faculty appointments are at the discretion of the University and will occur based on the needs of the University. Appointments for any particular term of terms, even if consecutive, do not create an obligation on the part of the University to make subsequent appointments or to extend future teaching contracts.

2.1.3 Special Appointment Faculty (see 2.2.2, 2.2.3)

2.1.3.1 Professor Emeritus and Special Titles

Professor Emeritus or Emerita and other special titles may be assigned to associate professors or professors. Emeritus status can be acquired only by those who have limited or ended their responsibilities as a ranked full-time faculty member for valid reasons (e.g., retirement, illness) after fifteen or more years of distinguished service to the University. The 15-year minimum may be waived at the discretion of the Provost upon vote of the faculty for faculty members who have given exceptional service to the University, but who have been faculty members for less than 15 years. All special titles are conferred by the President upon the recommendation of the Provost. The Provost will consult with the appropriate Dean(s), department chair(s), division director(s), and senior faculty prior to making the recommendation. The Advisory Committee on Promotion and Tenure may also send to the Provost a recommendation for a special title designation.

No compensation accrues by virtue of emeritus standing or other special title. The emeritus faculty member may be offered a part-time term contract to teach or perform other duties.

2.1.3.2 Visiting Appointments

All visiting appointments for full or part-time faculty status are term contracts and are for a limited period of time with no intent of on-going employment. Visiting appointments are reserved for faculty members of other institutions and persons distinguished in their fields.
2.1.3.3 Scholar-in-Residence

Occasionally, artists, writers, scholars, and other qualified professionals working in a field of study may be appointed under the status of a Scholar-in-Residence or Nursing Affiliate. Such appointments are made through term contracts that may be renewed at the request of the Dean and with the approval of the Provost.

2.1.4 Administrators with Faculty Rank

Persons cannot be tenured in administrative positions, although tenure may be held by an administrator as a part of his/her faculty privileges. Such, for example, is the case if a Millikin University faculty member with tenure accepts an administrative position or an administrator is hired with tenure rights. The removal of persons from their administrative positions does not impair whatever rights they may have in their particular faculty ranks. Upon returning to full-time teaching, the salary of administrators with faculty rank will be determined on the basis of previous salary as a full-time, teaching faculty member with appropriate adjustments for cost of living and merit.

Upon recommendation by the Provost, academic administrators hired from outside Millikin University to fill administrative positions may be granted tenure in an academic unit by the President and the Board of Trustees, following consultation by the Provost with the appropriate department chairperson, division director, Dean, and the Advisory Committee on Promotion and Tenure.

Administrators who have no tenure rights may have an academic rank attached to their position. Their teaching is protected under academic freedom, but they do not accrue promotion, tenure or educational or sabbatical leave privileges.

Faculty with 12-month contracts that include administrative responsibilities are entitled to the usual administrative employee benefits as explained in the Employee Handbook.

For administrators with faculty rank and tenure status, levels of professional duties, along with teaching, scholarship/artistic achievement, and service will be determined by the Provost in consultation with the appropriate dean and department chair. Professional duties will be delineated through annual goals and/or growth plans. Administrators with faculty rank will have the same privileges granted to full-time faculty.

2.2 TYPES OF CONTRACTS, DEFINITIONS AND CONTRACT POLICIES

2.2.1 Definitions

The term "tenure track" faculty member refers to an untenured faculty member who will be eligible to apply for continuous contract status (tenure) at a time consistent with the guidelines in 2.2.3.1 and 2.2.4 of this Policies and Procedures: Faculty.
The term “Lecturer” refers to a faculty position that receives a notice contract (2.2.3) and holds no eligibility for tenure. It is a position that can be renewed indefinitely, based on the needs of the University.

The term "probationary period" shall mean that period during which a tenure track faculty member is actively being considered for a tenured position as set forth in Section 2.2.3.1 of this Policies and Procedures: Faculty. During the probationary period, a faculty member shall have the same academic freedom and privileges held by all other faculty members.

The term "notice contract" indicates a contract with specific provisions covering the time of notification for renewal or non-renewal of the contract. All tenure-track faculty receive notice contracts; all other faculty receive either a notice or term contract depending on their status and assigned responsibilities. A "term" contract has no provisions for notice of renewal because it is by definition limited to the period of employment specified in it. Full-time non-tenure track faculty, whether receiving notice or term contracts, are not eligible for educational or sabbatical leave, unless specified otherwise in their contract. They are, however, eligible for all other faculty development funds.

2.2.2 Term Contracts

Term contracts at Millikin University will ordinarily be given to adjunct and special appointment faculty members (2.1.3). They do not confer upon a faculty member entitlement to continued employment after the end of the period specified in the employment contract.

Term contracts may also be used with full-time ranked faculty in special circumstances as follows: all summer session contracts; in special cases for replacements for one semester or year for faculty on leave; or, with the specific approval of the Provost, to meet curricular needs. No more than six consecutive academic year contracts of this latter type will be given to a full-time faculty member.

2.2.3 Notice Contracts

A faculty member with a notice contract may expect the contract to be renewed by a specified date unless otherwise notified pursuant to the terms of the applicable contract. A notice contract may be for a period of one or more years and may or may not be tenure-track. If a notice contract is a tenure-track contract, each year of a faculty member's employment there under shall be considered a part of that faculty member's "probationary period" except as described in section 2.2.3.2.

Except as noted in section 2.2.3.2 and 2.2.4, six one-year tenure or non-tenure track notice contracts may be issued and the notice provisions of Section 2.4.3 apply to faculty members under this type of contract.

In special circumstances, such as for developmental educators, or for meeting special curricular needs, the University may offer a three-year non-tenure track contract to a
faculty member. If the contract is so offered and accepted, the faculty member may only be separated under the provisions of section 2.4 during the period of the contract. Renewable three-year non-tenure track contracts may be offered subsequently.

2.2.3.1 Maximum Probationary Period

Except as noted in Section 2.2.3.2 and 2.2.3.3, the maximum probationary period of a tenure track faculty member shall not exceed six years; therefore, a faculty member who is not granted tenure will receive a terminal contract for the seventh year. The standards for notice apply; thus, a probationary faculty member who is not granted tenure will receive a terminal contract no later than April 1 of his/her sixth year (or earlier if credit for prior service is granted and accepted at the time of hiring). The length of the probationary period is not affected by summer school employment.

2.2.3.2 Leave of Absence and the Probationary Period

If a probationary faculty member is granted a nonacademic leave of absence for two or more semesters, the period of time spent on such leave will not count toward the maximum seven-year probationary period.

2.2.3.3 Tenure Extension Proposed Policy

Any tenure-line faculty member, not yet tenured, is eligible to make a written request during the probationary period to extend the tenure period, due to life events that can reasonably be expected to markedly impede progress toward achieving tenure. A faculty member may request the tenure period extension regardless of whether the person continues to perform faculty duties, or takes a partial or full leave of absence.

The tenure extension may be requested for a 6-month or 1-year period, and in aggregate, no more than a maximum of 4 six-month requests, or 2 one-year requests will be granted during the probationary period. The tenure extension request should be made as soon as possible in advance of a planned event, and as soon as practically possible after the occurrence of an unplanned event. Depending on when the tenure extension request is made during the probationary period, the faculty member may need to revise the growth plan based on consultation with the chair/director/Dean.

The formal request for tenure extension must be made in writing to the Provost, with supporting written documentation from the Department Chair or Program Director and Dean. As guidance for the Promotion and Tenure Committee, the Provost will provide the tenure candidate with a written letter, a copy of which will be placed in the personnel file, indicating that candidates for tenure who have received an extension should be reviewed under the same institutional academic standards and policies, without penalty, regardless of the length of their tenure period.
The following is an illustrative, but not exhaustive list of life events that might result in a request to extend the probationary period:

- childbirth or adoption,
- caretaking responsibilities for an elder, dependent, spouse, or domestic partner,
- serious physical or mental health conditions of the tenure candidate,
- death of a child, parent, spouse, or domestic partner,
- military service or obligations,
- legal concerns, including but not limited to the settling of an estate, divorce and custody deliberations and disputes.

2.2.4 Continuous Contracts (Tenured Positions)

Tenure means continued employment during satisfactory conduct and effective professional performance. As a condition of employment, tenure may be acquired only by those faculty members whose initial notice contractual letter states that they have been placed on the tenure track. On some occasions, a person originally employed in a non-tenurable position may subsequently be placed into the tenure track; however, this transfer of condition of employment will always be stated in the contractual letter specifying the years in which the faculty member will be placed on the notice tenure track and will be subsequently reviewed for tenure. The tenure track may include all instructors, assistant professors, associate professors, and professors who hold rank in one of the teaching departments at Millikin. The tenure track does not include those faculty who hold equivalent rank, or adjunct rank, Lecturer status, or special appointment status. Although unusual in nature and infrequent in occurrence, the President may grant tenure in the initial contract letter upon the recommendation of the Provost, who will have consulted with the departmental chair, divisional director, the Dean, and the Advisory Committee on Promotion and Tenure.

Continuous contract rights at Millikin University are given to faculty members who have attained tenured status. Faculty members employed under a continuous contract are entitled to annual reappointment and salary letters and shall be subject to the terms and conditions of employment specified in the initial letter of appointment or individual contract, unless separated pursuant to any subsections of Section 2.3 of this Policies and Procedures: Faculty. The annual reappointment and salary letter must be signed by the faculty member and a signed copy must be in the possession of the University and faculty member.

If a faculty member comes to Millikin with full-time faculty experience at other accredited institution(s) of higher education, the faculty member may transfer previous experience toward the probationary period. The number of years transferred will be negotiated with the appropriate Dean. Normally, not more than two years will be transferred. In all cases the initial contractual letter will specify the amount of experience that Millikin will apply to the faculty member's probationary period under a tenure track notice contract.

2.2.5 Locus of Appointments
All faculty appointments to non-tenure or tenure track or continuous contracts have as their locus the applicable department or academic unit, which is stated in their initial letter of appointment or individual contract. Dual appointments to different academic units may be granted a faculty member. In such a case, the Provost, in consultation with the faculty member and the appropriate Dean, will select one academic unit as the faculty member's primary academic unit.

2.2.6 Issuance, Receipt and Form of Contract

All ranked full-time notice and continuous contracts for the academic year must be issued in writing on or before April 1, and be returned on or before April 15, or the first working day thereafter. If the contract offer is not accepted on or before April 15, unless a special arrangement is made with the Provost, the offer will automatically expire on that date. All Term Contracts are issued on an individual basis as the need arises.

2.3 FACULTY APPOINTMENTS

2.3.1 Recruitment & Appointment Procedures, Full-Time (for additional guidelines see Employee Handbook and Policy Guide, policy #206, Solicitation and Hiring of New Employees)

Recruiting full-time faculty is the responsibility of the appropriate academic Dean who shall provide necessary administrative services and keep accurate data regarding compliance with Equal Opportunity Policy. The Dean may delegate any or all of the procedural matters to department chairs, divisional directors, or search committee chairs. For all full-time positions Millikin is committed to hiring the best candidates with a demonstrated commitment to undergraduate education, to high standards of scholarship/artistic achievement, to professional productivity, to accepted ethical standards of behavior, and to the concepts of education consistent with Millikin's mission. Moreover, Millikin provides equal employment opportunities without regard to protected status in compliance with applicable federal, state, and local laws. Millikin University is committed to hiring faculty with diverse intellectual orientations, professional skills, and expertise. For all tenure track positions, and where feasible for other full-time faculty appointments, the vacancy shall be publicized nationally (e.g., professional journals, conferences, placement services, and graduate schools). Exceptions to this standard practice must be approved by the Provost.

The chair of the department, director of the division, and/or search committee, after consultation with departmental faculty, shall recommend to the academic Dean an individual appointment to the position. If in agreement, the Dean will forward the recommendation to the Provost and the President for offering a contract.
2.3.1.1 Initial Appointment Letter For Full-Time Faculty

All full-time faculty appointments are made in writing. The Provost of the University shall forward each appointee a letter in duplicate stating the terms of the appointment, including salary, rank, period of service, and the date for tenure review (if applicable). The initial contract letter shall state the terminal degree requirements that must be met for the awarding of tenure and for promotion in the position being offered. In addition, any special conditions and/or promotion which have been mutually agreed upon are set forth in the official letter of appointment. The appointee shall sign a copy of the letter (within a stated period of time) and return it to the Provost. Any changes subsequently agreed to by the appointee and the Provost will be made in writing.

2.3.2 Recruitment and Employment of Part-time Faculty

When an adjunct position on the faculty is to be filled, the chair of the department and/or the director of the division sponsoring the course will consult with the respective Dean of the academic unit. The best-qualified person in terms of the educational background, demonstrated knowledge of the subject matter, teaching experience, and potential for teaching excellence will be given preference. No one will be hired without at least a master's degree or its equivalent in the subject matter to be taught, except under circumstances when the individual has unusual professional, technical, or artistic expertise.

In many cases, adjunct faculty are employed only when student demand is great enough to add a course or section of a course. For this reason some adjunct faculty will not receive an official contract until enrollment figures are known, which might not be until after the last day of registration. Millikin University reserves the right to cancel any class in which there is an insufficient number of students registered, as determined by the University. Under some circumstances, an adjunct faculty member might be given the option of teaching a class with low enrollment at reduced compensation.

2.3.3 Rank at Appointment

The usual criteria for initial appointment at each faculty rank are detailed below. Sections 4.10-4.15 and their subsections and 3.3.3.1 provide definitions of several terms used below.

Criteria for appointment to the rank of instructor include:
  a. evidence of potential for excellence in teaching;
  b. evidence of potential for significant scholarship/artistic achievement; and
  c. evidence of a willingness and ability to make significant contributions to the work of the university.

Criteria for appointment to the rank of assistant professor include:
  a. the specified terminal degree from an accredited institution;
  b. evidence of potential for excellence in teaching;
  c. evidence of potential for significant scholarship/artistic achievement;
  d. evidence of a willingness and ability to make significant contributions
to the work of the university; and 

e. if applicable, evidence of potential for competent Professional Contributions to the University.

Criteria for appointment to the rank of associate professor include:
a. the specified terminal degree from an accredited institution;  
b. at least six years of full-time college level teaching;  
c. excellence in teaching;  
d. competent scholarship/artistic achievement; and  
e. if applicable, evidence of competent Professional Contributions to the University.

Criteria for appointment to the rank of professor include:
a. the specified terminal degree from an accredited institution;  
b. at least six years of full-time college level teaching at the associate professor level;  
c. excellence in teaching;  
d. excellence in scholarship/artistic achievement;  
e. if applicable, evidence of excellent Professional Contributions to the University;  
f. to the degree that they were evaluated, competent achievement in service to the profession and/or professional services to the community; and  
g. overall excellence (as defined in 3.3.3.1).

2.3.3.1 Variance of Criteria

With the permission of the President and the Board of Trustees, the foregoing criteria for ranked faculty may be modified or waived to accommodate extraordinary circumstances or to otherwise meet the needs of the University after consultation with the Advisory Committee on Promotion and Tenure.

2.4 SEPARATION

At times, Millikin University or individual faculty members may find it necessary to end their contractual relationship. To protect the interests of both parties, categories of separation are here defined, and the policies and procedures related to each are set forth. Types of separation are resignation, retirement, non-reappointment, termination for medical reasons, layoff, and suspension or dismissal for cause.

2.4.1 Resignation

Resignation is a severance action by which a faculty member voluntarily seeks to be released from a contract with Millikin University. Because of hardship that is often caused by untimely resignation, a faculty member should provide the earliest possible notice of intent to resign. Ordinarily, the faculty member is expected to give notice to his/her chair, and/or director, Dean and to the Provost no later than April 15 for any resignation effective the next academic year beginning in August. It is also expected that, except in unusual circumstances, resignation will be effective at the end of the academic year. It is recognized that emergencies may occur and that in such an
emergency the faculty member may ask the administration to waive the policy, but the faculty member will conform to the decision of the administration if he/she has a signed contract.

2.4.2 Retirement

Millikin University recognizes that there might be instances in which retirement before the age at which Social Security or Medicare take effect may work to the mutual advantage of the University and the individual faculty member. There may also be instances in which a faculty member desires to phase-in his or her retirement over a period of time in such a way that it works to the mutual advantage of the University and the individual faculty member. Therefore, voluntary early retirement or voluntary phased-in retirement, based upon mutual agreement, may be considered on a case-by-case basis, taking into account the faculty member’s years of service to the University, the needs of the University, and whatever other lawful and reasonable factors serve the best interests of the University community. Specific conditions of any such agreements will be negotiated on a case-by-case basis and shall not be binding on the University in regard to other early retirement or phased-in retirement agreements.

2.4.3 Non-Reappointment of Notice Contracts

2.4.3.1 Notice Dates

Notice of non-reappointment of a notice-contract tenure-track probationary faculty member will be given in accordance with the following procedures:

a. No later than April 1 of the first academic year of service if the appointment expires at the end of that academic year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

b. No later than December 15 of the second academic year of service if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

c. No later than September 1 after two or more years in the institution.

2.4.3.2 Reasons for Non-Reappointment of Notice Contract

The term "non-reappointment" means the University has decided not to renew a faculty member's contract at the conclusion of the stated notice contract.

The decision not to reappoint a faculty member is made by the Provost after receiving written recommendation from the appropriate Dean who will have consulted with the appropriate department chair(s) and/or division director(s). If the faculty member is the department chairperson, the Dean consults with the division chairperson and senior members of the academic department or faculty of the division chairperson/director. If the faculty member is the division chairperson/director, the Dean consults with the
senior member of the division and other division chairs/directors. A decision not to reappoint cannot be unlawfully discriminatory, arbitrary, capricious, or in violation of academic freedom.

In cases where faculty members believe that their non-reappointment has been discriminatory, arbitrary or capricious, or in violation of academic freedom, they may file a grievance in accordance with procedures established in section 2.5. The burden of proof lies with the faculty member. The review of the Grievance Committee shall be limited to determining whether the non-reappointment was motivated solely by unlawful discrimination, was arbitrary or capricious, violates academic freedom or whether there was a reasonable bases for the decision.

The University is not obligated by law to indicate reasons for non-reappointment except at the request of the faculty member involved. However, if the faculty member wishes to know the reasons for non-reappointment, the request in writing should be made to, and be honored by, the Provost. Such responses will be in writing and become part of the personnel record of the faculty member. When the faculty member does so request, it is understood that legitimate reasons for nonrenewal do not require that the faculty member is performing unsatisfactorily. An appeal for reconsideration of a non-reappointment decision may be made by the faculty member to the President. The decision of the President is final.

2.4.4 Layoffs

Layoff is a severance action by which the University terminates the services of a faculty member before the expiration of his or her current contract, without prejudice as to his or her performance due to reasons deemed necessary by the University’s President and Board of Trustees. Layoffs may be required for reasons of the substantial rearrangement or elimination of academic programs, a prolonged decline in enrollment, financial stringency, and/or other significant events deemed necessary by the University’s President and Board of Trustees.

The University defines “financial stringency” as a financial condition that threatens the fiscal soundness of the University or one of its academic units. A financial stringency permitting termination of tenured, tenure-track, or multi-year appointments need not threaten the viability of the institution as a whole but may apply to a specific college, school, or division. In such event the Board of Trustees may direct the University’s President to develop a plan for remedying the condition, the protection of viable academic programs and of tenured, tenure-track, and multi-year appointments shall be a strong priority. When, in the discretion of the University’s President, alternative means of addressing the condition have been considered or are not practicable, the University may terminate the appointments of tenured, tenure-track, and multi-year contract faculty using the policies and procedures set forth below.
The Board of Trustees believe that the strength of the University and its success derive largely from the commitment, academic quality, and service continuity of its faculty. The Board of Trustees also recognizes it shares with its faculty governance of the curriculum, selection of faculty and awards of tenure. Therefore, should the University’s President and Board of Trustees deem a layoff to be required, the President or his/her designee will consult with his/her Cabinet and appropriate governance committees of the Faculty with regard to the layoff plans proposed, and will take into account the views of the Faculty as expressed to the President or his/her designee. The timing of the consultations shall be laid out in a notice of necessity for layoffs sent from the President to the Faculty. Following those consultations, the final determination of the layoffs, and procedures and timing to be followed, rest solely with the President of the University, subject to the approval of the Board of Trustees.

As part of the consultation process, the Faculty, through the faculty governance committees or its other duly authorized representatives, may make suggestions and proposals to the President regarding procedures to be considered in the layoff process, including any voluntary layoff measures the Faculty may wish the President to consider, e.g., furloughs and reduced work loads and salaries.

When possible, the University will provide ten months notice and will terminate the faculty member’s relationship to the University at the end of an academic year.

As it reasonably can at the time and under the then circumstances, the University will endeavor to assist any terminated faculty members to find employment either at Millikin University or elsewhere in industry, government, or in other educational institutions.

If a tenured or tenure-track faculty member is laid off, no replacement for his or her position will be hired within a period of 24 months unless the laid-off faculty member has been offered reappointment. The faculty member will be given at least one month after written notice of the offer to accept the position. It shall be the duty of the laid-off faculty member to keep the University informed of his or her current address.

Order of Layoff

Following implementation of any voluntary measures, and to the extent that program integrity would not be adversely affected, layoffs will proceed as follows:

1. All non-tenured-track administrative ranked faculty should first be laid off within the department, program or division involved.

2. All term and non-tenured notice contract faculty should be laid off within the department, program or division involved.
3. Taking seniority into consideration, probationary faculty should be laid off next.

4. If tenured faculty members are laid off, the following order should be followed: lowest rank, lowest degree in rank, lowest seniority in rank. The Provost shall provide the official documentation on rank, degrees and seniority.

Faculty members who receive notice of layoff have the right to a full hearing before the Grievance Committee (section 2.5). The issue of the grievance shall be confined to procedural issues. A layoff will not be delayed in the case that the grievance is not settled by the effective date of layoff; nor will the grievance procedure be interrupted or denied because of the layoff.

2.4.5 Dismissal For Cause

Dismissal for cause is a severance action by which Millikin University terminates its contract with a faculty member for adequate cause, regardless of status or rank, and may occur at any time, with or without prior warning. Any teaching contract is subject to an action under this subsection. Adequate cause for dismissal must be directly and substantially related to the fitness of a faculty member to continue in his or her professional capacity as a teacher and shall be determined in accordance with the procedures outlined below. Dismissal will not be used to restrain a faculty member's academic freedom or other rights as a citizen.

Dismissal proceedings may be instituted on any one of the following grounds, but are not limited to these examples:

1. Professional incompetence;

2. A pattern of failure to perform job-related assignments or other reported neglect of academic duties despite oral and written warnings;

3. Knowing or reckless violation of professional ethical standards;

4. Knowing or reckless violation of the rights and freedom of students or employees of the University, including discrimination or harassment policies.

5. Conviction of a crime directly related to the faculty member's fitness to practice his or her profession;

6. Dishonesty, including, but not limited to, plagiarism, forgery, falsification of credentials or experience, or the misappropriation or misapplication of funds;

7. Failure to follow the written standards of the institution in respect to standards, policies, directives and guidelines within this Policies and Procedures: Faculty manual and all other reasonable written and published standards after oral and written warnings;
8. Sexual misconduct.

In any case involving dismissal for adequate cause, the burden to prove the existence of adequate cause rests on the University. Such proof must be by a preponderance of the evidence in the record considered as a whole.

2.4.5.1 Procedures for Dismissal for Cause

In any case involving dismissal for cause the following procedures will be followed.

1. If the Provost believes that a faculty member’s conduct may be grounds for dismissal, or for sanctions short of dismissal, he/she will consult with the Advisory Committee on Promotion and Tenure in regard to both the substance of the suspected or alleged problem and procedures for resolving it. The Advisory Committee will work with the Provost to select faculty fact-finders, if necessary, to advise and guide the Provost in making a decision about dismissal or other sanctions. If the information that led to the Provost believing that a faculty member’s conduct may be grounds for dismissal, or for sanctions short of dismissal, came from the Advisory Committee, he/she will consult with the chair of the Faculty Welfare Committee to select faculty fact-finders if necessary. These investigations will be guided by relevant procedural guidelines of 2.4.5.2.

2. If the Provost, in consultation with the faculty fact-finders selected as described above and with the Advisory Committee, determines that dismissal or other actions should be taken, the Provost will give the faculty member written notice that a recommendation for dismissal for cause, or other sanctions, will be made to the President.

This notice shall be sent by certified mail, return receipt requested, to the last-known address of the faculty member, and shall contain a written statement of the grounds on which the recommendation to discipline the faculty member is being made, and a brief summary of information in support thereof.

3. The faculty member must be given a reasonable opportunity within ten working days to meet with the Provost to present a defense against the recommendation for dismissal or other sanctions before the recommendation is sent to the President. If, after meeting with the faculty member, the Provost submits the recommendation to the President, it must be accompanied by the faculty member’s written defense, and the faculty member must be informed, in writing, of his/her right to a hearing before the Faculty Welfare Committee.

4. If the faculty member requests a hearing before the Faculty Welfare Committee, that hearing will be held in accordance with Section 2.4.5.2 of this Policies and Procedures: Faculty. The Faculty Welfare Committee will send its written recommendation to the Provost, who will forward it immediately to the President.

5. If the President accepts a recommendation of dismissal or other sanctions from the Provost, then the faculty member will be given a final opportunity to meet with the
President to present a defense against the dismissal or other sanctions. The President's decision to terminate a faculty member is final.

6. Following a full hearing as described above, if the President chooses to dismiss a faculty member contrary to the recommendation of, or absent a recommendation from, the Faculty Welfare Committee, the President shall so inform the Faculty Welfare Committee and shall provide the Committee with the reasons for doing so.

2.4.5.2 Procedures for Hearing before the Faculty Welfare Committee

Before the hearing, the members of the Faculty Welfare Committee (a/k/a Committee members) will be given copies of all pertinent materials. Members of the Faculty Welfare Committee who deem themselves to have a conflict of interest or a personal bias or prejudice may remove themselves from the case. The faculty member who requests the hearing shall have the right to challenge any Committee member whom he/she believes will not be able to fairly decide the case. Any person challenged by the faculty member shall be removed only by majority vote of the other Committee members; however, each party to a dispute or each faculty member under consideration for termination shall have the right to excuse one Committee member for any reason without the aforementioned majority vote. Five members shall constitute a quorum for Committee proceedings. Any deficiency shall be resolved by appointment made by the Chair of the Faculty Welfare Committee, choosing in random order from the most recent past members of the Faculty Welfare Committee currently teaching full-time.

The following procedures for the hearing shall be followed:

a. The Faculty Welfare Committee shall, at its first meeting, determine its own rules and procedures not otherwise specified in this document. The Faculty Welfare Committee shall elect a chairperson who shall direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for extension.

b. With the consent of the parties concerned, the Committee may hold joint pre-hearing meetings in order to: (1) simplify the issues; (2) establish agreed upon facts; (3) provide for exchange of documentary information; and (4) achieve any other appropriate pre-hearing objectives so as to make the hearing fair, effective, and expeditious.

c. A faculty member who desires a hearing shall make his/her request at a regular or special meeting of the Faculty Welfare Committee. Service of notice of a hearing with specific charges in writing will be made at least 20 days prior to the hearing. The faculty member may waive the hearing or respond to the charges in writing at any time before the hearing. If the hearing is waived, but the charges are denied or it is asserted by the faculty member that the charges do not support a finding of adequate cause, the Committee will evaluate all evidence and rest its recommendation upon the evidence in the record.

d. The faculty member has the right to be accompanied by legal counsel. Counsel
may advise their clients at the hearing in a reasonable and nondisruptive manner but may not normally participate in the hearing by making statements, questioning witnesses, or making procedural objections. The Faculty Welfare Committee may request counsel to give brief opening and closing statements. The faculty member may also be accompanied by an academic advisor from the faculty. The advisor may be permitted to participate in the hearing, but only as determined by the Faculty Welfare Committee.

e. An audio recording of the hearing will be kept with full knowledge of the participants, and a copy of the recording will be made available without cost to the faculty member.

f. Testimony at the hearing will not be under oath, though parties and witnesses may submit sworn statements if they wish.

g. The hearings will be private unless all parties agree that it is in the best interest of all involved to hold public hearings.

h. The faculty member shall have the opportunity to make a statement to the Committee at the beginning of the hearing. He/she may be questioned by members of the Committee.

i. The Committee will not be bound by strict rules of legal evidence, and may admit any evidence of value in determining the issues involved. A demonstrated effort will be made to obtain the most reliable evidence available.

j. The Faculty Welfare Committee does not have subpoena power and cannot compel attendance of witnesses or disclosure of documents. However, the Faculty Welfare Committee shall ask all material witnesses requested by the faculty member to attend the hearing.

k. The faculty member shall have the right to call willing witnesses to the hearing and to present documentary or other evidence.

l. The Faculty Welfare Committee may request submission of the relevant information from the parties, and may draw inferences from a party's failure to produce requested information or offer reasonable explanation of such failure.

m. The Committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made. The administration will cooperate with the Committee in securing witnesses and making available documentary and other evidence.

n. Witnesses shall have the opportunity to make a statement and may be questioned by the Committee. The faculty member will also have the right to question or cross-examine witnesses subject to reasonable constraints imposed by the Committee. Where the witness cannot or will not appear, the Committee may identify such witnesses, disclose their statements, and if possible provide for
interrogatories.

o. The findings of the Committee need not assign guilt or innocence; rather, the Committee may seek to find a compromise solution. For this reason actions of the Committee do not set precedent for future cases.

p. The burden of proof that adequate cause exists rests with the institution and will be by a preponderance of the evidence in the record considered as a whole. The findings of fact and the decision will be based solely on the hearing record.

q. In a hearing for charges of incompetence, the testimony may include that of qualified faculty members from this or other institutions of higher education.

r. The Committee will forward its findings and recommendations, as well as an audio copy of the record of the hearing, to the President and the faculty member within a reasonable time after the completion of the hearing.

If the Committee concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend with specific supporting reasons.

s. Suspension of the faculty member during dismissal proceedings may occur when it is determined by the President that there is a strong likelihood that the faculty member's continued presence at Millikin University poses immediate threat of harm to Millikin University, the University's instructional program, or to individual members of the Millikin University community. Such suspension shall be with pay and shall last only so long as the threat of harm continues or until dismissal for cause occurs.

2.4.6 Action Short of Dismissal

Depending on the circumstances, and/or in view of the overall merits of the faculty member, disciplinary action short of dismissal for the causes listed in 2.4.5 may be taken by the Provost. Such action may include, but shall not be limited to, one or more of the following: (a) written reprimand; (b) required counseling; (c) transfer to other duties; (d) probation; (e) pay cut; (f) withholding of scheduled promotions or pay raises; (g) withholding of faculty privileges; (h) demotion; and (i) suspension for a period of time without pay or withdrawal of one or more faculty privileges. Any suspension may not last beyond a full year, but may entail the total or partial discontinuance of all salaries and benefits, the suspension of all promotion and salary increments, and the temporary suspension or withdrawal of all faculty privileges. A suspension period of any length may in some circumstances be followed with a period of probation.
In such cases, the Advisory Committee on Promotion and Tenure may be consulted by the Provost or the President regarding the disciplinary action most appropriate to the situation. The faculty member also may request a final review by the Faculty Welfare Committee. The President's decision after such a review is final.

2.5 GRIEVANCE PROCEDURE

Occasionally, employees may have disagreements with one another. In every instance, the parties to such a disagreement should make reasonable efforts to resolve the problem among themselves in an informal manner. This can be best accomplished beginning with frank and open discussion with the appropriate person or persons, whether that is a faculty colleague or a member of the administration. Third party mediation can sometimes be helpful.

The grievance procedures outlined below may be initiated by full- and part-time faculty, equivalent-rank faculty, split-appointment faculty, or administrators with faculty rank. These grievance procedures may not be initiated by administrators without faculty rank. In some instances, however, disagreements cannot be settled informally. The University recognizes and endorses the importance of academic due process and the right of adjudicating grievances properly without fear of prejudice or reprisal. Accordingly, the orderly processes hereinafter set forth are designed to protect academic due process and academic freedom.

A grievance is defined as an allegation by a faculty member, a group of faculty members, or the faculty as a whole that there has been

1. A breach or material misinterpretation of the terms of the agreement embodied in this Policies & Procedures: Faculty, except for the employment-related matters described in the Employee Handbook/Policy Guide;

2. A material violation of the University's stated or reasonable policy or procedures, including those set forth in this handbook (Policies & Procedures: Faculty);

3. An infringement of the employment rights of the faculty member, as set forth in this Policies & Procedures: Faculty, relating to reassignment, layoff, and, in certain circumstances, non-renewal of contracts. The non-renewal of non-tenured appointments shall not give rise to a grievance unless the non-renewal involves (a) issues of professional ethics and academic freedom; (b) allegations of a failure by the University or those acting for it to follow stated or reasonable procedures; or (c) complaints of a civil rights nature, including complaints of race or gender discrimination.
Employment-related matters involving suspension, dismissals, and other sanctions enumerated in Section 2.4 shall not be addressed by this Grievance Procedure but shall instead be resolved under Section 2.4.5.

Before requesting a formal hearing on the grievance, the faculty member(s) shall provide a written notice of the grievance, to any current member of the Faculty Welfare Committee. It should set forth in detail the alleged wrong; insofar as possible against whom the grievance is directed; the relief or remedy sought by the grievant(s); and may contain any other material which the grievant(s) believe is pertinent. Written grievances must be received by a Committee member within 21 calendar days of the event(s) upon which the grievance is based or within 21 calendar days after the grievant knew or through the exercise of reasonable diligence should have known of the occurrence of the event(s) upon which the grievance is based. The calculation of these dates should not include vacation days. Therefore, grievances which are based on an event that occurred within 14 calendar days of the end of a semester, must be filed within 21 days of the beginning of the first day’s class of the next semester.

When a member of the Faculty Welfare Committee receives a written notice of a grievance, he or she will transmit that written grievance within three working days to all members of the Committee, or as promptly thereafter as reasonably possible. The chair of the Committee will transmit a copy of the written grievance to all named respondents within three days of the time the Committee has received copies of the grievance, and will convene a meeting of the Committee within seven days of the time the Committee received copies of the written grievance or as promptly thereafter as reasonably possible. At that time the Committee may, at its discretion, instruct the parties involved to reasonably pursue an informal settlement of the disagreements before a hearing is scheduled.

2.5.1 Procedures for Hearing before the Faculty Welfare Committee

In the event no informal resolution of the disagreement can be achieved, the grievant may petition the Faculty Welfare Committee for a hearing. When a formal grievance hearing is to be conducted, the Faculty Welfare Committee will send a written notice to the Provost, the President of the University, and to all parties named in the grievance. The Committee will set a date, time, and place for the hearing. All arrangements should be completed within 21 days after the chair of the Committee has held the initial meeting, or as promptly thereafter as reasonably possible.

Before the hearing, the members of the Faculty Welfare Committee (a/k/a Committee members) will be given copies of all pertinent materials, including respondent(s) written replies to the grievance. Members of the Committee who deem themselves to have a conflict of interest or a personal bias or prejudice may remove themselves from the case. The faculty member who requests the hearing shall have the right to challenge
any Committee member whom he/she believes will not be able to fairly decide the case. Any person challenged by the faculty member shall be removed only by majority vote of the other Committee members; however, each party to a dispute or each faculty member under consideration for termination shall have the right to excuse one Committee member for any reason without the aforementioned majority vote. Five members shall constitute a quorum for Committee proceedings. Any deficiency shall be resolved by appointment made by the Chair of the Faculty Welfare Committee, choosing in random order from the most recent past members of the Faculty Welfare Committee currently teaching full-time, who are willing to serve.

The following procedures for the hearing shall be followed:

a. The Committee shall, at its first meeting, determine its own rules and procedures not otherwise specified in this section. The Committee shall elect a chairperson who shall direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for the extension.

b. With the consent of the parties concerned, the Committee may hold joint pre-hearing meetings in order to: (1) simplify the issues; (2) effect stipulation of facts; (3) provide for the exchange of documentary information; and (4) achieve any other appropriate pre-hearing objectives so as to make the hearing fair, effective, and expeditious.

c. A faculty member who desires a hearing shall make his/her request at a regular or special meeting of the Committee. Service of notice of a hearing with specific charges in writing will be made at least 20 days prior to the hearing. The faculty member may waive the hearing or respond to the charges in writing at any time before the hearing. If the hearing is waived, but the charges are denied or it is asserted by the faculty member that the charges do not support a finding of adequate cause, the Committee will evaluate all evidence and rest its recommendation upon the evidence in the record.

d. An audio recording of the hearing will be kept with full knowledge of the participants, and a copy of the recording will be made available without cost to the grievant(s). If a written transcription is made of any record of the hearing, a copy will be provided without cost to the grievant(s).

e. Testimony at the hearing will not be under oath, though parties and witnesses may submit sworn statements if they wish.

f. The hearings will be private unless all parties agree that it is in the best interest of all involved to hold public hearings.
g. The grievant(s) shall have the opportunity to make a statement to the Committee at the beginning of the hearing. They may be questioned by members of the Committee.

h. The Committee will not be bound by strict rules of legal evidence, and may admit any evidence of value in determining the issues involved. A demonstrated effort will be made to obtain the most reliable evidence available.

i. The Faculty Welfare Committee does not have subpoena power and cannot compel attendance of witnesses or disclosure of documents. However, the Faculty Welfare Committee shall ask all material witnesses requested by the faculty member to attend the hearing. The administration of the University will make reasonable efforts to cooperate with the Committee in securing witnesses and making available documentary and other evidence unless the administration reasonably believes that to do so under the circumstances would improperly violate confidentiality or state or federal law.

j. The faculty member shall have the right to call willing witnesses to the hearing and to present documentary or other evidence.

k. The Faculty Welfare Committee may request submission of relevant information from the parties, and may draw inferences from a party's failure to produce requested information or offer reasonable explanation of such failure.

l. The Committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

m. Witnesses shall have the opportunity to make a statement and may be questioned by the Committee. The faculty member will also have the right to question or cross-examine witnesses subject to reasonable constraints imposed by the Committee. Where the witness cannot or will not appear, the Committee may identify such witnesses, disclose their statements, and if possible provide for interrogatories.

n. The findings of the Committee need not assign guilt or innocence; rather, the Committee may seek to find a compromise solution; for this reason actions of the committee do not set precedent for future cases.

o. In all grievances, the grievant shall bear the burden of proof. The burden of proof will be by a preponderance of the evidence in the record considered as a whole. The findings of fact and the decision will be based solely on the hearing record.

p. In a hearing for charges of incompetence, the testimony may include that of qualified faculty members from this or other institutions of higher education.
q. The Committee will forward its findings and recommendations, as well as an audio copy of the record of the hearing, to the Provost and the faculty member within a reasonable time after completion of the hearing. The Provost will make a final determination on actions to be taken, if any, following a recommendation made by the Committee. The Provost shall respond in a timely manner to the Committee's recommendation, informing the Committee and all of the principal parties to the case of the Provost's intended actions, if any.

r. In the event the Provost is a direct party to the grievance, the committee will forward its findings and recommendations to a Dean or other appropriate decision-maker as determined and designated by the President; the President's designee will then make a final determination.

Any principal party to the grievance may, within 10 working days of the receipt of the decision of the Provost, file a written appeal with the President, who shall review the record and render a final disposition of the grievance within a reasonable period of time.

If the President is a direct party to the grievance, then any principal party to the grievance may, within ten working days upon the receipt of the decision of the Provost, file a written appeal with the chair of the Board of Trustees. The Executive Committee of the Board of Trustees will then review the record of the case at its next regularly scheduled meeting (or at a specially-called meeting) and will render a final decision of the grievance within a reasonable period of time. A full record of the appeal before the Executive Committee shall be kept and made available to the parties concerned.

3  PROMOTION AND TENURE

3.1  GENERAL PROCEDURES FOR PROMOTION AND TENURE

3.1.1  Initiation of Process for Promotion or Tenure

The process for promotion may be initiated by the individual faculty member, the Chair and/or Director, or the Dean. However, the individual faculty member has the right to stop the process from moving forward. The process for tenure is initiated by the Provost by notification to the faculty member and appropriate chair, as described in section 3.4.3. Although consideration for tenure and promotion to Associate Professor are normally linked and processed concurrently, the two actions are separate and cases may exist where tenure and promotion are handled independently.
3.1.2 Responsibilities in Tenure and Promotion Review

3.1.2.1 Role of the Individual Faculty Member (in preparing documentation for Promotion and Tenure)

It is, ultimately, the responsibility of the individual faculty member to document his or her case for promotion and tenure. The “case” is understood as the entire package, which will be reviewed by the Advisory Committee on Promotion and Tenure, the Provost, and the President.

Consistent with the university's evaluation system, the faculty member will prepare a portfolio, which includes but is not limited to the following:

a. current vita;

b. candidate’s narrative statement of case, particularly the self-evaluation covering the principal faculty responsibilities;

c. statement of teaching philosophy (can be included within self-evaluation) and representative syllabi, course assignments, exams, and other relevant teaching materials;

d. documentation of scholarship/artistic achievement and, as appropriate, of University and other service;

e. letters of support (optional) from up to 3 individuals in each of the following groups: current and former students, academic and/or professional peers, or outside evaluators;

f. summary of information and data regarding course enrollments, grade distributions, student evaluations (see 3.1.2.3), including PACE, MBA, Summer, Immersion, etc.

g. written evaluations of the two most recent growth plans;

h. other information which the candidate deems important to evaluation of his/her case, including letters of support.

In order to prepare this portfolio, by July 1 the faculty member will be provided summaries of information and data regarding course enrollments, grade distributions, course evaluations, and annual evaluations by the chair, director, and/or Dean for the previous three years. Since the presentation of the “case” is the responsibility of the faculty member, the entire contents of the case when it is submitted to the chair on August 15 and as it moves from the chair to the director (as appropriate) to the Dean to the Advisory Committee and the Provost. Additional material can be added by the candidate after September 1 only if it represents a change in status of material already submitted (for example, a manuscript converted from “submitted” to “in press,” reviews of a play, etc.)

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3.1.2.2 Role of the Chair/Director (in preparing documentation for Promotion and Tenure)

After receiving the candidate's portfolio, the chair/director will convene meeting(s) of all tenured faculty within the department to discuss each tenure and/or promotion case. Colleges or schools shall set policies that will specify an extension of the department unit in cases where small or largely untenured departments exist or where departmental boundaries are uncertain. The purpose of the meeting is to inform the chair/director for purposes of writing a letter for or against tenure and/or promotion. All faculty participating in the meeting will have access to the candidate's portfolio prior to deliberations. The chair/director accepts responsibility for ensuring that deliberations focus on criteria established in Policies and Procedures: Faculty.

Following the meeting(s), the chair/director will prepare (or have prepared) a letter that summarizes the opinions of all participants and includes his/her own recommendation. The letter will specifically address each of the areas of faculty work. It will also address the individual growth plans. The letter must clearly indicate whether the decision for or against tenure and/or promotion is unanimous. If the decision is split, there must be an indication of the numbers voting for, against, or abstaining. The vote of individual members will not be revealed but the chair’s/director’s vote, recommendation, and rationale must be clearly identified.

All participants are to review and sign the letter indicating confirmation of its accuracy. Any participants can ask to have her/his opinions clarified before agreeing to sign the letter.

The chair/director will forward a letter reflecting departmental opinion to the appropriate Dean and the individual by September 15. The letter will become a part of the tenure and/or promotion file as well as a part of the personnel file in the office of the appropriate Dean.

The candidate may prepare a response to correct any errors by September 22. This response will be attached as an addendum to the departmental letter.

3.1.2.3 Role of the Dean (in preparing documentation for Promotion and Tenure)

Upon the receipt of the candidate’s portfolio and the chair’s/director’s departmental letter, the Dean will prepare a written recommendation, including verification of the candidate’s years of service and prior experience and of the accuracy of the university-provided information and data presented in the portfolio. This letter will be forwarded to the Vice President for Academic Affairs by October 15, along with the candidate’s portfolio and the chair’s/director’s departmental letter. The recommendation becomes a part of the faculty member's permanent personnel file in the office of the appropriate Dean and is forwarded to the individual faculty member. The individual faculty member may prepare a response to correct any errors by October 22. This response will be attached as an addendum to the Dean's letter.

In the letter of recommendation, the Dean will address the candidate’s qualifications independent of the needs of the university. The Dean will write a second letter to the
Provost addressing the university’s present and projected need for the position. The second letter is not forwarded to the Advisory Committee on Promotion and Tenure.

3.1.2.4 Role of the Advisory Committee on Promotion and Tenure (in preparing documentation for Promotion and Tenure)

By October 29 the Provost shall officially convene the Advisory Committee on Promotion and Tenure and shall deliver to this committee the following documents and information.

a. candidate’s tenure and/or promotion portfolio as described in 3.1.2.1;

b. chair’s/director’s letter, as described in 3.1.2.2, and candidate’s response, if any;

c. Dean’s letter, as described in 3.1.2.3, and candidate’s response, if any;

d. any other information which the Provost considers of special importance;

After the Advisory Committee on Promotion and Tenure is convened by the Provost, it shall elect a chair and a secretary from among its members.

The chair accepts responsibility for ensuring that deliberations focus on criteria established in the Policies and Procedures: Faculty. The secretary accepts responsibility for ensuring that the report(s) to the Provost are prepared in a timely manner. The Provost and the college and school Deans do not attend the Advisory Committee’s meeting during its deliberation, but are available for consultation.

The Advisory Committee on Promotion and Tenure will record a vote for or against approval of promotion and/or tenure of each candidate. The chair of the Advisory Committee on Promotion and Tenure will appoint individual members to draft letters to the Provost explaining the recommendation(s) of the committee. The letter will indicate the number of votes for and against tenure and/or promotion and will explain fully both the committee's evaluation of the candidate's portfolio and the reasons for their overall recommendation. All members of the committee will review each letter and suggest revisions to ensure that all opinions are accurately transmitted. These letters will be due in the office of the Provost by December 15. This recommendation becomes a part of the faculty member's permanent file and a copy of this letter is forwarded to the individual faculty member. If the Advisory Committee on Promotion and Tenure has concerns or questions about a candidate’s case they may request to meet with a candidate prior to sending their recommendation to the Provost.

3.1.2.5 Role of the Provost

After considering the Advisory Committee’s recommendation and the candidate’s entire portfolio, the Provost will submit his or her formal recommendation to the President by January 15. This written recommendation to the President will include a summary of the case, the letter from the Advisory Committee on Promotion and Tenure, the
chair's, dean's and/or director's letters, all of the candidate's written responses provided in accordance to P&P, and the candidate's full portfolio. The copy of the Provost's letter is forwarded to the individual faculty member.

3.1.2.6 Role of the President

When the President of the University receives the Provost's recommendation for the granting or denial of promotion or tenure on or before January 15, together with the recommendation from the Advisory Committee on Promotion and Tenure and the candidate's full portfolio, he/she shall either deny or approve the promotion or tenure by February 15, and forward a copy of the President's recommendation to the Board of Trustees to the individual faculty member. If the President's decision is to approve, then approval of the Board of Trustees is also required.

The President's decision, as well as his/her written reasons and all supporting letters, become a part of the faculty member's permanent personnel file in the office of the Provost. The President notifies the individual formally in writing and forwards the letters of the Provost and the Advisory Committee. These letters are also sent to the Provost and the appropriate Dean and chair/director and are made available for review by the members of the Advisory Committee.

3.1.3 Tenure and Promotion Procedures for Chairs, Division Directors or Tenure-Track Administrators

The procedure for promotion or tenure of a department chair, division director, Dean, or vice president requires minor adaptation of the regular faculty procedures. In the case of the department chair, the appropriate Dean shall assume the duties that would otherwise be carried out by the chair. In the case of a Dean, application is made through the department directly to the Advisory Committee. In the case of the Provost, the president shall assume or delegate the duties that would otherwise be carried out by the chair, director, Dean, and Provost. If not the chair/director of the relevant academic department, the individual responsible for preparing the recommendation to the Advisory Committee on Promotion and Tenure shall consult with the chair/division and the tenured members in that department and forward the results of this consultation. (See Section 4.18.)
3.2 SUMMARY OF DATES REGARDING PROMOTION AND TENURE PROCESS

By June 1:
   Provost notifies faculty who have reached the year in which a tenure decision
   must be made.

By July 1:
   The Deans will provide the faculty member with summaries of information and
   data regarding course enrollments, course evaluations, and annual evaluations
   for the previous three years.

By August 15:
   Faculty member submits supporting materials to the chair/director.

By September 15:
   The chair/director forwards a summary of departmental recommendation relative
   to approval or denial to the appropriate Dean.

By September 22:
   If desired, the candidate provides a response correcting any errors to the
   departmental chair's letter.

By October 15:
   The Dean forwards his/her written recommendation for approval or denial, along
   with other relevant evaluation documents to the Provost.

By October 22:
   If desired, the candidate provides a response correcting any errors in the Dean's
   letter.

By October 29:
   The Provost convenes The Advisory Committee on Promotion and Tenure and
   Forwards to the committee the recommendations and evaluation documents.

By December 15:
   The Advisory Committee on Promotion and Tenure forwards its written
   recommendation to the Provost and a copy of this letter is forwarded to the
   individual faculty member.

By December 22:
   If desired, the candidate provides a response correcting any errors in the letter
   from the Advisory Committee on Promotion and Tenure.

By January 15:
   The Provost forwards his/her written recommendation to the President, including
   a summary of the case, the letter from the Advisory Committee, all candidate
   written responses provided in accordance to Policies and Procedures, and the
   candidate's full portfolio.
By February 15:

The President either approves or denies the promotion or tenure. A copy of the President’s recommendation is forwarded to the Board of Trustees and to the individual faculty member. These letters are also sent to the Provost and the appropriate Dean and chair/director are made available for review by the members of the Advisory Committee. Tenure is not final until the President informs the Board of Trustees and approval is granted.

A failure to meet the dates above does not invalidate the process unless significant damage is done to the candidate's case for promotion and/or tenure.

3.2 CRITERIA FOR PROMOTION BY RANK

The categories of faculty work can be found in Section 1.2.3: Professional Responsibilities. Those responsibilities include Teaching [Section 1.2.3.1], Scholarship /Artistic Achievement [Section 1.2.3.2], University Service [Section 1.2.3.3] and Professional Service/Community [Section 1.2.3.4]. Levels of specific performance and achievement for these activities are defined in Sections 4.10 through 4.19.1 and are termed as extraordinary, excellent, competent, marginal and unsatisfactory. The criteria for promotion and tenure are expressed below with the use of these various terms.

3.3.1 Criteria for Promotion to Assistant Professor

Criteria for promotion to the rank of assistant professor include:

1. a terminal degree from an accredited institution,
2. evidence of potential for excellence in teaching,
3. evidence of potential for competent scholarship/artistic achievement, and
4. evidence of a willingness and ability to make significant contributions to university service.
5. if applicable, evidence of potential for competent Professional Contributions to the University.

The criteria for promotion to assistant professor differs from the criteria for initial placement in the rank of instructor only by the requirement for the terminal degree. Hence, when an individual holding the rank of instructor completes the terminal degree, promotion to assistant professor is automatic when the degree is awarded and occurs in the month following official notification by the degree granting institution that the person has satisfied all degree requirements.
3.3.2 Criteria for Promotion to Associate Professor

Criteria for promotion to Associate Professor include:

1. a terminal degree from an accredited institution,
2. at least six years of full-time college teaching. (At least five years of full-time college teaching are required for consideration for promotion to Associate Professor. The formal awarding of the promotion occurs only after the completion of six years of full-time college teaching.) For individuals with split appointments, what constitutes full-time teaching is defined in the initial letter of hire and/or contract letter.
3. excellence in teaching,
4. competent university service,
5. competent scholarship/artistic achievement,
6. to the degree that they were evaluated, competent achievement in service to the profession and/or professional services to the community, and
7. if applicable, evidence of competent Professional Contributions to the University.

3.3.3 Criteria for Promotion to Professor

Promotion to professor typically requires a minimum of six years of full-time college teaching at the rank of associate professor. Most faculty will need more than six years at the rank of associate to develop the record of sustained achievement necessary for promotion to professor.

Criteria for promotion to Professor include:

1. a terminal degree from an accredited institution,
2. at least six years of full-time college teaching at the associate professor level. (At least five years of full-time college teaching at the Associate Professor level are required for consideration of promotion to Professor. The formal awarding of the promotion occurs only after the completion of at least six years of full-time teaching at the Associate Professor level.) For individual with split appointments, what constitutes full-time teaching is defined in the initial letter of hire and/or contract letter,
3. excellence in teaching,
4. competent university service,
5. excellence in scholarship/artistic achievement,
6. to the degree that they were evaluated, competent achievement in service to the profession and/or professional services to the community,
7. if applicable, evidence of excellent Professional Contributions to the University,
8. overall excellence (as defined in 3.3.3.1).

3.3.3.1 Overall Excellence

Overall excellence is achieved when a faculty member exceeds the criteria stated above in one of the areas of faculty responsibility. This requires **either** a ranking of extraordinary in teaching **or** a ranking of extraordinary in scholarship/artistic
achievement or a ranking of excellent in university service or a ranking of excellent in service to the profession or a ranking of excellent in professional service to the community.

3.4 CRITERIA FOR THE AWARDING OF TENURE

The Criteria for the awarding of tenure are identical to the criteria for promotion to Associate Professor except that: (i) promotion is based only on merit while tenure also takes into account the university’s present and projected needs; and (ii) tenure is rarely granted to new faculty hired at the level of associate professor or professor since the university must have time to judge an individual’s work at Millikin. Such a time period is defined in the faculty member’s initial contract when hired. The Advisory Committee on Promotion and Tenure’s written recommendation for approval or denial will address only the merit of the faculty member in recommending promotion and/or tenure. In extraordinary circumstances, the Provost may recommend to the President that tenure not be granted, owing to the university’s needs. Before he or she makes such a recommendation, he or she will consult with the President, the appropriate Dean and Department Chair and/or Division Director, the Committee on Faculty Welfare, and the Council on Curriculum.

3.4.1 Initial Placement and Promotion Distinguished From Tenure

Neither the initial appointment nor promotion to any rank implies that tenure will be awarded. Both initial placement and promotion recognize the individual's merit, i.e., academic achievement, excellence in teaching, contribution to the university, and scholarship/artistic achievement. The awarding of tenure includes not only these measures of merit but also the University's present and projected needs.

Also, the university awards tenure only after it has had sufficient time to judge an individual. Individuals initially employed at the rank of associate or professor are not considered for tenure until they have served a specific time defined in their initial contract.

3.4.2 The Pre-Tenure Review

For tenure-track faculty who are still in the probationary period, the evaluation at the end of each growth plan also includes a pre-tenure review. The respective department chair, division director, and Dean, in consultation with the tenured faculty of the department, will include in that evaluation a detailed and comprehensive statement focusing on the faculty member’s strengths and weaknesses in regard to his/her case for tenure, and provide explicit suggestions for improvements. Materials for pre-tenure review are due to the department chair/division director, and/or Dean by the first day of class of the spring semester. Chair and/or director and departmental evaluations are due to the Dean by February 25th. The Dean, Chair and/or director will schedule a pre-tenure review in the Spring semester and provide written feedback. If a faculty member is granted a shorter probationary period pre-tenure and tenure dates will be specified in
the faculty member’s original contract.

3.4.3 Notification of Eligibility

By June 1 each year, the Provost should notify all faculty of the current distribution of tenure by rank and by department, and the names of those who are eligible for tenure during the upcoming three years.

Individuals eligible for tenure, and their department chairs will be individually notified by the Provost.

4 EVALUATION

Acknowledging that the quality of the education our students receive depends directly on the quality of the faculty, the purpose of careful and thorough evaluation of faculty is to improve faculty performance and aid faculty development.

The results of evaluation communicate to the faculty member the evaluator's perception of his/her performance, in order to aid the faculty member in improving performance. Evaluators (especially the chair/director and the Dean) share the responsibility of aiding faculty in development in the various areas of faculty responsibilities.

The results of evaluation are used in a summative manner. The cumulative record of evaluations is used in the consideration of faculty for promotion and tenure. Evaluations are also completed annually both to monitor progress on growth plans and to determine salary, including merit awards.

Evaluation is necessarily a subjective process. But the consistency of the reasoning that generates an overall evaluation can be enhanced if the proportion or weight that various activities will carry is explicit. The stipulation of evaluation weights for various activities will also signal the priorities of the institution and direct faculty to focus their energies on the activities considered most valuable. Millikin's evaluation system, as described in this document, generates an overall numerical evaluation, by calculating a weighted average of the evaluations for various faculty responsibilities.

4.0.1 Evaluation of Full-Time Faculty Tenured and Tenure Track Faculty

All full-time tenure-track and tenured faculty will be evaluated according to the methods and criteria in these Policies and Procedures.

4.0.2 Evaluation of Full-Time, Non-Tenure-Track Faculty and Part-Time Faculty

The evaluation of full-time, non-tenure-track faculty and part-time faculty will focus primarily on teaching, evaluated according to the methods and criteria described in these Policies and Procedures. Full-time, non-tenure-track and part-time faculty may also request evaluation of their scholarship/artistic achievement service to the profession, professional service to the community, and/or university service when appropriate. Some faculty in non-tenure-track lines will receive requisite evaluation in
areas beyond teaching as specified in their contracts and negotiations thereof.

4.1 EVALUATION AT THE END OF THE GROWTH PLAN/POST-TENURE REVIEW

At the end of the growth plan, as part of the process of devising the next growth plan, each tenure and tenure-track faculty member will meet with his/her chair and Dean to review the goals of the growth plan and the degree to which those goals were attained. This review carries special weight in tenure and promotion decisions, and, for tenured faculty, constitutes a post-tenure review.

4.2 ANNUAL EVALUATIONS

Annual evaluations are completed for all full-time faculty. These serve more to aid faculty development than in decisions regarding tenure and promotion.

Annual reviews will be conducted for each calendar year, running from August to August.

4.3 THE RELATION OF ANNUAL EVALUATION TO EVALUATIONS AT THE END OF THE GROWTH PLAN

The extent of the evaluation process reflects the difference between the annual evaluation and evaluation at the end of the growth plan. While untenured faculty will be subject to direct review by the Dean/Director each year, for tenured faculty the major review is at the end of the growth plan. Though annual evaluations will be completed for all faculty, the Dean may choose to rely more heavily on the recommendations of chairs, directors and the advisory committee for annual evaluations of tenured faculty. While clearly not cursory, annual evaluations of tenured faculty do not require the same thoroughness in summative evaluation as at the end of the growth plan.

4.4 SHARED RESPONSIBILITY IN EVALUATION

4.4.1 The Responsibility of the Provost and Deans

The administration has the responsibility, shared with the faculty, to develop or choose methods of evaluating faculty. It is the responsibility of all academic administrators to apply those methods of evaluation fairly. It is the responsibility of the Provost and Deans to ensure that the evaluation process is used in a consistent manner, both within and between the divisions, schools, and colleges of the university.

4.4.2 The Responsibility of the Faculty

The faculty share with the administration the responsibility for developing or choosing methods of evaluating faculty. Changes in methods of evaluating faculty require the approval of the faculty in a manner consistent with the Policy and Procedures manual revisions. (Section 6.5)
4.4.3 The Responsibility of Individual Faculty Members

It is the responsibility of the individual faculty member to document annually his or her contributions in teaching, scholarship/artistic achievement, university service, service to the profession, and professional service to the community. Faculty self-evaluation is due on August 15.

4.5 MULTIPLE SOURCES OF INFORMATION IN EVALUATION

Evaluation of faculty achievements by administrators and by the Advisory Committee on Promotion and Tenure must be based on multiple sources of information. Those sources include the faculty member's portfolio and narrative self-evaluation (see 4.9) and the student opinion survey for a part of the evaluation of teaching. Other sources of information may also be used, including outside review. Permission for external review and approval of the procedures must be obtained in advance from the Vice President of Academic Affairs.

4.6 THE CHAIR'S/DIRECTOR'S RESPONSIBILITY IN EVALUATION

No later than September 25th, the chairs/directors will write evaluations of faculty members and send copies of their evaluations to the faculty member and Dean. The evaluations will be based on a discussion with the faculty member concerning all aspects of faculty responsibility, reviews of portfolios and narrative self-evaluations, progress on the growth plan, and other information available. If a department does not have a tenured chair, the appropriate dean will assign an evaluation committee of three senior faculty predominately from within the college. This committee will provide annual evaluation letters in lieu of the department chair and will also assist in the evaluation of pre-tenure and tenure in lieu of a department chair. In the case of a department of three or fewer members with a tenured chair, the dean will also form a committee of three senior faculty for pre-tenure and tenure review, but not annual evaluations. In the case of library faculty, the Library Director will provide annual evaluation letters.

4.7 THE DEAN'S RESPONSIBILITY IN EVALUATION

The Deans of the schools and colleges are responsible for final evaluations, which are reported to the faculty member, chair, director, and Provost in writing by October 25th.

4.8 RELATIVE WEIGHTS, RATINGS BY AREA, AND OVERALL COMPARATIVE RATINGS

4.8.1 How Relative Weights are Assigned

As part of the process of negotiating growth plans (see Section 1.3), faculty, in consultation with their chairs, directors, and Deans, will determine how much weight each of the areas of faculty responsibility will count toward their total evaluation. The percentages determined should reflect the interests and priorities of the faculty member and the needs of the department, the school or college, and the university.
The relative weights will be chosen within the following limits, and will sum to 100%. The weightings correspond to importance in evaluation and not necessarily to proportions of faculty time.

<table>
<thead>
<tr>
<th>Weight Component</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>55%</td>
<td>70%</td>
</tr>
<tr>
<td>Scholarship/Artistic Achievement</td>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>University service</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Service to the Profession</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Service to the Community</td>
<td>0%</td>
<td>15%</td>
</tr>
</tbody>
</table>

In response to changing faculty opportunities and changing university needs, renegotiation of the assigned percentages is permitted upon agreement of the faculty member, chair, director, and Dean. The changes are to be recorded in the faculty member’s personnel file as an amendment to the growth plan.

Professional Contributions to the University are weighted as specified in the contract letter and/or in the initial letter of hire and/or in the position description. Members of the faculty who have such responsibilities will also be evaluated in teaching, scholarship and service. Weights for teaching, scholarship/artistic achievement and service are to be specified in the faculty growth plan, and should be proportional to the weights assigned for faculty in non-split appointment contracts.

4.8.2 How Ratings of Areas are Assigned

For each faculty member, the Dean, working with the appropriate department chair, division director, and the evaluation committee, will assign a scale value or rating of 0 to 4 for each area. Values will be assigned in steps of 0.5. Those ratings will be based upon the descriptions of faculty responsibilities in Section 1.2, the descriptions of percentages and ratings given below in Sections 4.10-4.15, and the unit plans for evaluation, as described in Section 4.16.

Faculty may choose the percentage of evaluation that is assigned to each area of faculty work as guided by their growth plan. The greater the percentage of evaluation based on an area, the greater the accomplishments needed for any given rating.

It is recognized that faculty participation in the various areas of faculty responsibility may vary from year to year. The completion of scholarly/artistic achievements, for example, seldom follows a calendar. For that reason, in assigning ratings for the current year, the chair and/or director and Dean will consider the performance of the faculty member over the current year and in the context of the growth plan.

Ratings of performance for Professional Contributions to the University will be assigned by the appropriate member of the academic administration. Evaluations of positions that serve a particular college will be evaluated by the Dean of that college in collaboration and consultation with the Provost and department chairs, and/or divisional directors,
when appropriate. Evaluation of positions that serve the entire university will be completed by the Provost in consultation with the academic Deans as appropriate.

4.8.3 Assigning Overall Ratings

After numerical ratings of areas are assigned, the Dean will compute overall ratings for each faculty member in the following manner. Those ratings are then multiplied by the relative weight for each area, then summed to form the overall evaluation. The ratings for each area along with the overall rating will be reported to each faculty member.

4.8.4 Use of Evaluation Data in Summative Judgments

Evaluation data are available from annual evaluations, as well as from summaries at the end of growth plans.

All judgments using overall ratings may also examine ratings of specific areas, within the context of the percentages agreed upon by the faculty member and Dean.

Overall ratings, as well as ratings of areas, may be used only for comparative purposes. No specific numerical criteria may be set by chairs and/or directors or Deans for merit increases in compensation, or by the Advisory Committee on Tenure and Promotion for decisions concerning tenure and/or promotion. For purposes of comparison, the faculty member, along with administrative evaluators and the Advisory Committee on Promotion and Tenure, will receive a report of the University-wide and College/School/Division-wide averages and deciles or ratings by area and average overall ratings.

4.8.4.1 In Considerations of Annual Review

The overall comparative ratings are based on the weighting assigned to each area for evaluation and the ratings assigned to performance in each area. The overall comparative ratings assigned by the Dean (with the advice of the chair and/or director and advisory committee) should play a governing role in making comparisons of faculty for purposes of recommending annual salaries and merit awards.

4.8.4.2 In Considerations for Promotion and Tenure

The Advisory Committee on Promotion and Tenure makes an independent judgment concerning the degree to which a faculty member met the criteria for promotion or tenure in individual areas of achievement. Therefore, the Advisory Committee on Promotion and Tenure will be provided with the candidate's portfolio and other important information as described in Section 3.1.2.4.

4.9 GENERAL EVALUATIVE MATERIALS

It is the responsibility of each faculty member to make timely additions to his/her portfolio and to describe his/her professional activities in the yearly narrative self-evaluation.
The portfolio should be updated yearly. The narrative self-evaluation should be updated yearly, and a summary should be prepared at the end of each growth plan, as a part of the evaluation of that growth plan. Both the portfolio and narrative self-evaluation are due to departmental chair and/or division director and Dean by August 15th. Activities through July 31 should be included.

4.9.1 Portfolios

Tenured and tenure-track faculty members should maintain a cumulative record documenting teaching, scholarship/artistic achievement, service to the profession, professional service to the community, university service, and professional contributions to the university. It should include those artifacts required for the administrative/collegial review described above, as well as any others the faculty member feels are appropriate.

4.9.2 Narrative Self-Evaluation

Each faculty member will provide a yearly report of his or her activities and achievements in the various areas of faculty responsibilities. This should provide a narrative that explicates the artifacts added to the portfolio, and places the year’s activities in the context of the institutional and personal goals and the growth plan. The faculty member should further explain his or her goals for the upcoming year that reflect commitments and/or adjustments to his or her growth plan.

4.10 EVALUATION OF TEACHING

The evaluation of teaching must be multifaceted. In addition to classroom teaching, appropriate evaluation should include the non-classroom aspects such as laboratories and lessons, directing honors projects and undergraduate research, supervising directed and independent studies, and experimental approaches to teaching.

No single source of information can provide an adequate basis of evaluation of teaching.

Faculty responsibility in teaching is described in Section 1.2.3.1. Minimum requirements are stricter for teaching than for scholarship/artistic achievement, university service, or professional/community service. Teaching that is competent, but not excellent, is considered acceptable at many institutions. But Millikin aspires to a higher level of achievement in teaching. Hence, less than excellent teaching is not acceptable and may not be compensated for by excellence in scholarship, university service, or professional/community service.
4.10.1 Methods of Evaluation of Teaching

4.10.1.1 Aspects of Teaching to be Evaluated

Evaluation of the Structure and Content of Teaching

Five aspects are to be considered in evaluating the structure and content of teaching: the instructor's knowledge of the material, the rigor of his or her teaching, course organization, clarity of presentation, and attention to individual academic needs of students. These require partly different methods of evaluation.

The instructor's knowledge of the material being taught and the academic rigor of his or her teaching will be assessed by collegial/administrative evaluation of teaching portfolios (including syllabi, course outlines, assignments and examinations, and assigned readings) and narrative self-evaluations. Some units of the university may need to use outside evaluators at times, especially in judging specialized courses for which internal assessment is not possible. The Provost must approve the request for external review and the procedures to be used.

The evaluation of course organization and clarity of presentation will be based largely on the results of the student opinion survey scales designed to assess these aspects of teaching. The Course Organization and Communication scales of the Student Opinion Survey serve to assess these two aspects of teaching. Peer observation, while not required, is recommended.

Attention to individual academic needs of students, including advising, will be assessed by collegial/administrative review of teaching portfolios and narrative self-evaluations, plus such additional material as is necessary. This may include interviews with students, as well as evidence of specific student outcomes.

Evaluation of Student Outcomes

The effectiveness of teaching will also be evaluated on the basis of student learning outcomes. Faculty are responsible for collecting and presenting evidence that departmental, college, and/or university learning goals were accomplished in their courses. The nature of this evidence will vary from course to course. It is the responsibility of each faculty member to determine what evidence is appropriate for their courses. This decision should be informed by their individual teaching goals, departmental and university goals, and their unit's assessment plan.

Evaluation of Academic Advising

Although attention to individual academic needs of students might include advising, academic advising often involves the application of teaching to more than just the academic needs of students. Therefore, the effectiveness of teaching will also be evaluated on the basis of academic advising. Faculty are responsible for collecting and presenting evidence that departmental, college, and/or university goals were accomplished through their advising. It is the responsibility of each faculty member, in
consultation with the department chair and/or division director and Dean, to determine what evidence is appropriate. This decision should be informed by their individual goals, departmental and university goals, and their unit’s assessment plan.

**Other Issues**

The degree to which the instructor's goals and activities advance the mission of the University, College/School, and Department will form an important part of the evaluation of teaching.

Excellence in teaching, which must be a central goal of all faculty and administrative efforts, is rigorous both in presentation and in evaluation of student learning. It instills in students a passion for learning, challenges each student to move significantly beyond his or her current level, and encourages the students to wrestle with salient problems and issues. It values active and independent modes of learning and encourages students to integrate knowledge between courses and connect learning to practices and problems in society. Excellence in teaching can be expressed beyond the classroom in laboratory and field settings. Settings where practice is linked to opportunities to apply theory while learning to serve others are especially valued. Excellence in teaching may be expressed in interaction among students and faculty in apprentice-mentor roles or collaborative learning. It may be expressed in courses and activities that allow students to make connections between the disciplines they study, or in helping students understand both their own culture and traditions and those of other societies.

4.10.1.2 Evaluation of Innovations in Pedagogy

It is understood that faculty may sometimes use innovative, experimental teaching techniques, which may or may not be successful. To avoid discouraging faculty from such ventures, it is the responsibility of evaluators to take into account the experimental nature of the course in evaluating it. The faculty member has the responsibility of making this known to evaluators, so that proper precautions in evaluation may be made.

4.10.1.3 Administration of Student Opinion Survey

For all faculty, surveys will be completed during each semester each year in all courses taught by the faculty member.

For team-taught courses, student opinion surveys will be completed for each faculty member. The results will be reported to the appropriate chairs and/or division directors and Deans, as described in Section 4.10.1.4. Faculty engaged in team teaching may also want to ask students to evaluate the overall course.

Surveys will be administered according to the following schedule:

For classes that are 16 weeks in length – evaluations will be available on-line for students two (2) weeks, opening one (1) week prior to the last day of class and remaining open **for seven days after the last class**. Access to the evaluations will
close at midnight on the seventh day after the last class. (Based on academic calendar)

For classes that are classified as Travel or Immersion or 5, 8 and 10 week classes – evaluations will be available on-line one (1) week seven days after the last class. Access to the evaluations will close at midnight on the seventh day after the last class. This schedule also applies for courses that are semester long with a travel component scheduled at a later time. Based on course meeting dates)

For all other course durations – evaluations will be available on-line for students two (2) weeks, opening one (1) week prior to the last day of class and remaining open through finals week. Access to the evaluations will close at midnight on the last day of exams.

Different pedagogies of a university are likely to benefit from responses to specialized items (concerning laboratories, lessons, etc.). The on-line survey of student opinion will also include a comments section where students can type responses to additional items specified by schools, divisions, majors, or programs, as well as items supplied by the instructor. These additional questions may be used for assessment and developmental purposes, or for clarifying student responses to the two required scales of the student opinion survey.

At the end of the comment box, there will be a place for students to indicate whether they wish their responses to be sent only to the faculty member, or also to the appropriate chair and/or director and Dean. A student may also type their name on the evaluation or remain anonymous.

After final grades have been turned in, the results of the on-line student surveys will be tabulated and the results (as described in 4.10.1.4) made available to the instructor and to the appropriate department chair and/or division director and Dean via MU Online.

4.10.1.4 Reporting of Results of the Student Opinion Survey

The report of student opinion survey results to the Dean and chair will consist of the means and 95% confidence intervals for the scales reflecting course organization and clarity of presentation and the specific items making up those scales, and will include the number of respondents giving each rating on each item of the scale. This is also the information put into the faculty member's permanent file, and used by the chair, Dean, and advisory committee in evaluating course organization and clarity of presentation. The faculty member will receive information in regard to all scales and items. The faculty member may, at his or her discretion, provide copies of the other scales, additional items, and/or the written comments, to the chair, Dean, or Advisory Committee on Promotion and Tenure.

In no case shall the reporting of the student opinion survey results be delayed beyond the first day of classes of the following semester.
4.10.1.5 Reporting of Grade Distributions
By January 15th each faculty member and their Chair and Dean will receive a copy of
the grade distributions (the number and percent of students receiving each grade) for
each course taught during the previous calendar year, along with the distributions
including all courses and all faculty in the Division, College, and University. They will also
receive the grade point average for the students taking each of those courses, and the grade point average of the same students in all of their courses.

4.10.2 Levels of Ratings Defined
The following describes the general criteria for assigning rankings of faculty
contributions to teaching:

4 -Extraordinary teaching. A person assigned this ranking is outstanding among Millikin
faculty. Even in a community of excellent teachers, there are individuals who stand
out. A faculty member performing at this level is recognized as among the best of us.
Performance at this level exceeds the teaching criterion for tenure and promotion to
Associate Professor and the criterion for promotion to Professor.

3 -Excellent teaching. Teaching at this level is consistent with expectations at institutions
with a national reputation for excellence in teaching. It is a level of teaching that is a
standard or model for others at Millikin to emulate. For a tenure-track faculty
member, poorer performance (level 1 or 2) during the first 2-3 years of teaching at
Millikin will not prevent the awarding of tenure if later performance is clearly at this
level. Excellence in teaching is the criterion for tenure and promotion to both
Associate Professor and Professor.

2 -Competent teaching. A person assigned this rank is recognized as a clearly competent
teacher. For a new faculty member (first or second year), performance at this level
will continue contracts, but improvement is required for tenure. For tenured faculty,
no promotion can be expected.

1 -Marginal achievement in teaching. A person assigned this ranking is recognized as, at
best, marginally competent. If a new faculty member consistently performs at this
level, his or her employment will be terminated prior to consideration for tenure,
consistent with notice dates as presented in 2.4.3.1.

0 -Unsatisfactory teaching. If a Dean or Chair/Director assigns this ranking, he or she
should already have begun the administrative process to remove the faculty member
from classroom teaching. For tenured faculty, receiving this rating consistently would
mean that termination of tenure on grounds of incompetence is possible.

4.11 EVALUATION OF SCHOLARSHIP/ARTISTIC ACHIEVEMENT
The faculty responsibility for Scholarship/Artistic Achievement is described in Section
1.2.3.2
It is recognized that comparing Scholarship/Artistic Achievement in many different areas is inherently difficult. That does not relieve the faculty or administration of the duty to make such comparisons. For this reason, it is especially important that Scholarship/Artistic Achievement be judged over a period of several years for consideration for merit increases in compensation as well as for tenure and promotion. In consideration for tenure and promotion, greater weight should be given to evaluations coming at the end of growth plans than to the annual evaluations.

Faculty have the final responsibility for documenting the importance of their work. Some units of the university may need to use outside evaluators at times. The Provost must approve the request for external review and the procedure to be used.
Each College/School or Division of the University, as part of its unit plans for evaluation (see 4.16), will list examples of Scholarship/Artistic Achievement that would meet the criteria of competent, excellent, and extraordinary scholarship/artistic achievement, as described below. Those lists will not be exclusive, but should provide faculty with a general indication of activities that fall in those categories.

While there may be occasional years in which a faculty member is not involved in Scholarship/Artistic Achievement, it is clearly not acceptable for faculty to have no participation in Scholarship/Artistic Achievement over the entire period of a growth plan. Lower levels of Scholarship/Artistic Achievement in one year may be balanced by greater participation during other years.

4.11.1 Levels of Ratings Defined

The following describe the general criteria for assigning rankings of faculty contributions to Scholarship/Artistic Achievement.

4 Extraordinary Scholarship/Artistic Achievement. A person assigned this ranking is outstanding among both Millikin faculty and faculty at nationally recognized undergraduate institutions in the amount and quality of Scholarship/Artistic Achievement. Sustained performance at this level exceeds the Scholarship/Artistic Achievement criterion for both tenure and promotion.

3 Excellent Scholarship/Artistic Achievement. A person assigned this ranking is perceived as having made strong contributions to Scholarship/Artistic Achievement in his or her field. Sustained performance at this level is the Scholarship/Artistic achievement criterion for promotion to Professor and exceeds the criterion for both tenure and promotion to Associate Professor.

2 Competent Scholarship/Artistic Achievement. A person assigned this ranking is recognized as having made a smaller, but meaningful contribution to Scholarship/Artistic Achievement in his or her field. Sustained performance at this level meets the Scholarship/Artistic achievement criterion for tenure and for promotion to Associate Professor, but does not meet the requirement for promotion to Professor.

1 Marginal Scholarship/Artistic Achievement. This ranking is assigned to a person who has made only minor contributions to Scholarship/Artistic Achievement. Performance at this level is not sufficient for tenure or promotion.

0 Unsatisfactory Scholarship/Artistic Achievement.

4.12 EVALUATION OF UNIVERSITY SERVICE

Due to their central role in fulfilling the University's mission and goals, Millikin faculty have a responsibility for contributing to the overall operation of the institution and to the activities, formal and informal, through which the faculty as a whole participate in
and shape the life of the academic community. Examples of typical areas of service are given in Section 1.2.3.3.

There are many venues in which faculty can fulfill the expectation of university service, including service on a university-wide committee, or equivalent participation in college, school, or departmental work. We explicitly recognize that many faculty make contributions to university service through departmental activities such as equipment maintenance and coordination of internships. Those contributions are to be treated equally with division-, school-, or university-wide contributions.

Contributions to university operations should be judged on the quality of outcomes and the importance of the individual's contribution to the desired results. The nature of the committee or assignment is less important than the extent to which the faculty member uses it as an opportunity to advance departmental, college, or university goals.

Each College/School or Division of the university, as part of its unit plans for evaluation (see 4.16), will list examples or case studies of faculty providing competent, excellent, and extraordinary service to the University and/or a unit of the university department. Those lists will not be exclusive, but should provide faculty with a general indication of activities that fall in those categories.

While there may be occasional years in which a faculty member is not involved in university service, it is clearly not acceptable for faculty to have no participation in university service over the entire period of a growth plan. Lower levels of participation in university service in one year may be balanced by greater participation during other years.

4.12.1 Levels of Ratings Defined

The following describe the general criteria for assigning rankings of faculty contributions to university service:

4 Extraordinary university service. Faculty receiving this ranking are recognized by their faculty peers and administrators as having made major contributions to university service. Sustained performance at this level exceeds the university service criterion for both tenure and promotion.

3 Excellent university service. Faculty receiving this ranking have gone beyond the level of contribution expected of all Millikin faculty. They have served with special distinction, or assumed a leadership role at the university, college, division, or departmental level. Sustained performance at this level exceeds the university service criterion for both tenure and promotion.

2 Competent university service. The person receiving this ranking has made the level of contribution expected of Millikin faculty. This represents the conscientious performance of one's fair share of university service. It is understood that the "fair share" of work is less for newly-hired faculty. Sustained performance at this level meets the university service criterion for
tenure and promotion to Associate Professor and is the criterion for promotion to Professor.

1 Marginal university service. Represents less than the expected long-term level of university service, as defined for category 2. Unless a faculty member consistently contributes above this level, he or she will not be eligible for tenure or promotion.

0 Unsatisfactory university service.

4.13 EVALUATION OF SERVICE TO THE PROFESSION

The nature and importance of service to the profession is described in 1.2.3.4. While service to the profession is not required of Millikin faculty, it is valued and, when excellent, rewarded.

Because the forms of service to the profession vary so greatly, general criteria for assigning ratings of service to the profession are provided by each College/School or Division of the university, as part of its unit plans for evaluation (see Section 4.16). Those criteria should reflect the levels of achievement described for the ratings of teaching, scholarship/artistic achievement, and university service described above. Those unit plans for evaluation will list examples of service to the profession that would meet the criteria of competent, excellent, and extraordinary service to the profession, as described below. Those lists will not be exclusive, but should provide faculty with a general indication of activities that fall in those categories. The issue of outside review of service activities is addressed below, in Section 4.15.

The following ratings of faculty service to the profession will be used:

4 Extraordinary service to the profession.

3 Excellent service to the profession.

2 Competent service to the profession.

1 Marginal service to the profession.

0 Unsatisfactory service to the profession.

4.14 EVALUATION OF PROFESSIONAL SERVICE TO THE COMMUNITY

The nature and importance of professional service to the community is described in 1.2.3.4. While professional service to the community is not required of Millikin faculty, it is valued and, when excellent, rewarded.

Because the forms of professional service to the community vary so greatly, general criteria for assigning ratings of professional service to the community are provided by each College/School or Division of the university, as part of its unit plans for evaluation
Those criteria should reflect the levels of achievement described for the ratings of teaching, scholarship/artistic achievement, and university service described above. Those unit plans for evaluation will list examples of professional service to the community that would meet the criteria of competent, excellent, and extraordinary professional service to the community, as described below. Those lists will not be exclusive, but should provide faculty with a general indication of activities that fall in those categories.

The issue of outside review of service activities is addressed below, in Section 4.15.

The following ratings of faculty contributions to professional service to the community will be used.

- **4** Extraordinary service to the community.
- **3** Excellent professional service to the community.
- **2** Competent in professional service to the community.
- **1** Marginal in professional service to the community.
- **0** Unsatisfactory professional service to the community.

### 4.15 EVALUATION OF SERVICE ACTIVITIES

The consideration of service to the profession and professional service to the community requires evaluation of these activities by individuals most able to judge this work accurately. When service activities form a part of the growth plan and are to be considered for faculty evaluation, the faculty member has the responsibility to make a case for the significance of service activities through careful documentation describing the extent and nature of involvement in each activity. While reporting of service activities in the portfolio and narrative self-evaluation is helpful in defining the nature of the activities, only through outside source evaluation can these activities be fairly and accurately judged for merit. It is the responsibility of the faculty and chair to obtain documentation of the contributions. For appropriate service activities, faculty may obtain written evaluations from beneficiaries of the service or persons engaged in the same activities. These written materials shall be submitted for use as supportive materials in the evaluation process. The faculty member should submit outcome-based evidence of effectiveness.

### 4.16 UNIT PLANS FOR EVALUATION

Approved unit plans are on file in the office of the Provost.

Unit plans for evaluation are statements drafted by each unit to clarify the evaluation
process for their specific circumstances. They are intended to serve as a guide to faculty when preparing annual self-evaluations and to chairs, directors, and deans when compiling annual evaluations of faculty performance, and for tenure and promotion decisions at the University level. Unit plans require the approval of the Council on Faculty and a vote of the full faculty for initial approval. When a unit wishes to revise its unit plan, the proposed revisions require the approval of a majority of the Council on Faculty. In the case of substantial changes, the Council on Faculty may, at its discretion, bring the revisions to the full faculty for approval.

4.17 RELEASE AND RETENTION OF EVALUATION DATA

Any member of the faculty or administrative staff may request to review his/her own evaluation file from that office where the file may be currently maintained. Copies of material, at the cost of duplication, will be made available to the faculty member if requested.

This evaluation file is made available to persons in the University who are responsible for writing evaluations of the individual, e.g., department chair, director, Dean, Provost and the President. Evaluations of particular courses that are part of certain programs may be shown to the program director responsible for evaluating that program, e.g., Director of School of Education, Coordinator of James Millikin Scholars Program, with the approval of the faculty member being evaluated. Summary copies of evaluation materials are also provided to members of the Advisory Committee on Promotion and Tenure. This material may be checked out of the office where it is maintained, but must be returned that same day in order to provide maximum security.

A log of the use of the file should be kept by the custodian for review by the faculty member. Each new entry in the file should be numbered and dated at the time of entry. All instances of access and copying should also be recorded in the log.

Evaluation material will not be released to persons outside the University without the written consent of the faculty or administrative staff member or pursuant to legal process.

The faculty member’s or administrator’s evaluation folder will be retained by the University for five years following the final semester at Millikin. The file will then be automatically destroyed unless the faculty member or administrator requests its contents.

4.18 EVALUATION OF CHAIRS, AND/OR DIRECTORS, DEANS, PROVOST, PRESIDENT, AND ADMINISTRATIVE STAFF

Faculty input into the evaluation of Chairs, Deans, and the Provost with regard to promotion or tenure (for Administrators with faculty rank) is found in Section 3.1.3.

Faculty input into the annual evaluation of Chairs, Directors, Deans, and the Provost will
be on forms provided by the office of the Provost.

Faculty evaluation of Professional Personnel may be provided on the appropriate form available in the office of the Provost. The Provost should send evaluation forms as file attachments via email to faculty no later than March 1 with a requested return date of March 30.

The President will be evaluated by the Board of Trustees with input from faculty.

4.19  EVALUATION OF PROFESSIONAL CONTRIBUTIONS TO THE UNIVERSITY FOR FACULTY WITH SPLIT APPOINTMENTS

Recognizing that faculty work may extend beyond the traditional areas of teaching, scholarship and service, and that “non-traditional” arenas enhance the image and life of the institution, it is appropriate that the full time faculty with split appointments have this work considered and evaluated in decisions for promotion and tenure. The consideration of professional contributions to the university requires evaluation of these activities by the individuals most able to judge this work accurately. When professional contributions to the university form part of the growth plan and part of the faculty member’s responsibilities, the faculty member has the responsibility to make a case for the significance and quality of the work. This case should be developed in consultation with the member(s) of the academic administration described in 4.8.2. Outside evaluations as appropriate may also be used.

Annual assessment of individual performance should include evaluation of his or her dual role as faculty member and program director with performance outcomes as an integral factor in the evaluation process. Standards for tenure and promotion to associate and promotion to full professor reflect the expectation that the individual who engaged in these tasks is accountable and should be rewarded. The faculty member must provide adequate documentation of effort and outcome as well as supportive evidence for promotion and tenure.

4.19.1 The ratings of faculty Professional Contributions to the University are determined as follows:

4 Extraordinary: Peers, administrators and external peer review recognize faculty receiving this ranking as having achieved an exceptional level of success in the area. Evaluation at this level must involve outside review as a component of the evaluation process. Sustained performance at this level exceeds criteria at any of the other levels and includes student success as well as the stature of the program.

3 Excellent: Faculty receiving this ranking have demonstrated not only a well run program, with proof of its success, but also evidence that there is ongoing improvement within the program. The faculty member has made a special contribution to the life and image of the institution and has clearly enhanced
student success. Evidence would include recognition of the quality of the program outside of the institution. External peer review should be used as a means for demonstration excellence.

2 Competent: Faculty receiving this ranking have established or maintained a program that meets the needs of Millikin students in a positive fashion. Such programs should enhance the image of the university within the academic community. The substantive goals, organization and support for the program have been clearly defined and the majority of these goals have been accomplished in the period prior to tenure or promotion review. Evidence of this achievement must be documented.

1 Marginal: Faculty receiving this ranking have established and maintained a program that minimally meets the needs of Millikin students. Performance at this level does not meet the minimum requirements for tenure or promotion.

0 Unsatisfactory Professional Contributions to the University: Faculty receiving this ranking have not established or maintained a program that meets the needs of Millikin students. Performance at this level does not meet the minimum requirement for tenure or promotion.

5 BENEFITS AND PERQUISITES

5.1 PROFESSIONAL GROWTH OF FACULTY

The responsibility for faculty development is shared jointly by individual faculty, by chairs and/or directors and Deans, and by senior administrators. As professionals, faculty members must remain current in their fields and be proactive in continually improving their expertise, skills, and professional performance. Chairs and/or Directors and Deans need to support and guide faculty in this effort by providing suggestions and constructive feedback and by providing useful individual and collaborative development activities for faculty. Senior administrators have the responsibility to ensure that faculty development is an important institutional priority. Overall, the entire University community must view the development and support of an excellent faculty as essential for institutional excellence.

Much faculty development does not require special funding since it is part of the regular, ongoing work and duties of the faculty or can be accomplished without significant cost. Other faculty development activities, both individual and collaborative, necessitate funding. Faculty members, particularly senior faculty with available opportunities, should when possible seek external funding; so too, should the Deans and faculties of the various colleges and schools, in conjunction with the Development Office. The University in turn has an obligation to provide significant and sustained funding for the faculty development program, as resources allow.

Each year the Provost will convene the Committee on Faculty Scholarship and
Development in order to report on the total funding available for faculty development. The Committee will determine allocation priorities and the application/distribution procedures for the ensuing year. In most cases the Committee will make recommendations to the Provost by March 15 so that announcements of awards can be made by April 1. Programs administered by the Committee and discussed in detail below are: Professorships; Undergraduate Research Program; Curriculum and/or Program Development and Service Learning Program; Millikin Summer Nyberg Seminars; Sabbatical Leave Program for Tenured Faculty; and Junior Sabbatical Leave Program.

5.1.1 Faculty Growth Plans

The University provides funds to support faculty in accomplishing the goals of their growth plans and in actively engaging in professional development. Funding is available as resources allow, to aid faculty in pursuing excellence in teaching, scholarly and creative activity, and other work directly germane to their professional growth plans.

Faculty growth plans are funded annually and administered by the Deans. Funding is allocated proportionally to the colleges/schools, with subsequent amounts paralleling changes in the number of faculty. All full-time faculty eligible to apply for these funds.

Faculty should submit to their Dean or Director requests for funding as far in advance as possible. Funded activities may occur during the summer and winter breaks as well as the fall and spring semesters; joint applications for specific projects are welcome. Approval for funding should be obtained before any commitment is made to an activity and definitely prior to the time the expense is incurred. Reimbursement forms, available in the Deans' and the Business Offices, must be approved by the chair and/or director and Dean.

Included among activities supported by funding is professional travel, particularly funding for presentations and other types of active participation. Reimbursement may be requested for travel, lodging, meals, and registration costs. Limited resources and high demand on professional development funds and the number of relevant conferences may preclude funding of all requests. Generally, highest priority will be for those delivering a paper, presenting an artistic performance or contributing some other formal presentation. Those serving on the program as officer, committee member, or chair of a session, will also be given special consideration. However, even in these cases, relatively expensive conferences and/or multiple trips may require cost sharing. Guidelines and procedures covering allowable per diem expenses will be established by the Deans and the Business Office. Expenses reimbursed by the sponsoring organization or individual(s) will be deducted prior to reimbursement by the University.

Faculty will report on funded activities in their annual update of their growth plans; another form of self-report may be appropriate and requested by the Dean.
5.1.2 Summer Grants Program

As resources allow, the University provides funds to support faculty professional activity during the summer, particularly the scholarly and artistic achievement of junior and newly tenured faculty. Among the activities funded are: researching/writing a scholarly work, textbook, monograph, article or series of articles or software; creating/producing a work of art; developing and leading a major community-based project; organizing regional, national, or international conferences, symposia, or other special programs or institutes; engaging in advanced study beyond one's field of expertise in institutes, workshops, and the like. Joint applications are welcome and involvement of students in professional projects is encouraged.

5.1.3 Undergraduate Research Program

As resources allow, the University provides funding to support students to work collaboratively with faculty on scholarly projects. Support is in the form of a stipend and housing during the summer. Applications originate with the student and awards are made to the student. Faculty wishing to benefit from this program should arrange directly with a student(s) to have an application submitted. It is appropriate for the faculty member to provide background information for the student to draw upon in preparing the application. Student Undergraduate Research Fellows (SURFs) will be selected by the Undergraduate Research Committee. This committee, appointed by the Vice President for Academic Affairs, will be composed of one representative from each division or school and a Dean. The committee will establish application procedures, sending out a solicitation of proposals in early spring. A March 15 application deadline and an April 15 acceptance date will be used.

5.1.4 Curriculum and/or Program Development and Service Learning Program

When available, the University provides funds for curriculum and program development at the department, school and/or university-wide levels, and for faculty leadership in the service-learning program. Examples of funded activities include: faculty internships, community-based research, collaborative planning, guest speakers, consultants, day or weekend workshops, etc.

5.1.5 Millikin Summer Seminars

The Millikin Summer Nyberg Program affords faculty the opportunity to study in depth a topic or issue that crosses disciplinary and departmental boundaries and directly affects student and faculty learning. Ordinarily, these seminars will run for two weeks, in May and early June, and will involve private study, seminar presentations and discussion, and a project or product appropriate to one's teaching, research, other professional interest.

5.1.6 Sabbatical Leave Program

The University provides a sabbatical leave program, with the number of leaves determined by available funding and the programmatic needs of the various colleges/schools. The sabbatical program supports the ongoing professional excellence
of the faculty and allows individuals an extended time for sustained scholarly inquiry and creative work. Sabbaticals also offer opportunities for professional renewal and in-depth study of new areas of knowledge.

Consistent with the availability of funding and the needs of the academic program, faculty members with the rank of Assistant Professor or above are eligible for leave after six years of full-time service at Millikin. If granted, leave is approved for one semester at full base salary; full-year leaves at two-thirds base salary will be available annually to one or two faculty with exceptional proposals. All employee benefits remain in effect during a sabbatical leave. While on leave, the faculty member cannot be engaged in employment for remuneration without the written prior approval of the Provost.

Sabbatical applications require a detailed proposal and study plan along with identification of the outcomes of the proposed leave and explanation of the project's scope and significance and its direct impact on the faculty member's current and future growth plans. Also included should be a summary of the results of previous sabbaticals or faculty development grants and evidence of the faculty member's capacity to complete or make substantial progress on the proposed project. Generally, full-year proposals should include peer reviewed preliminary work as supporting documentation.

Sabbatical applications must receive the approval of the department chair and/or division director, and Dean, in which they must provide letters indicating the basis of their support for the project, a proposed replacement plan, and a financial analysis based on available funding. Applications are due to the Dean's Office by December 1 for their recommendation. The Dean will give proposals and recommendations to the Provost’s Office by December 15. The Committee on Faculty Scholarship and Development will review applications and make recommendations to the Provost by January 25; final decisions on sabbaticals will be announced no later than February 20.

**Faculty are obligated to remain on the Millikin faculty for a minimum of two years following their sabbatical.** Faculty are eligible for a subsequent sabbatical leave after six additional years of full-time service following the completion of their leave.

5.1.7 **Junior Academic Leave Program**

A maximum of three one-semester academic leaves are available annually to untenured, tenure-line faculty who have completed two years of full-time service at the time of their application. The guidelines and review process are identical to those described in 5.1.6. except for differences created by the applicant's more limited time of service.
6 MISCELLANEOUS POLICIES AND PROCEDURES

6.1 COMPENSATION

6.1.1 Full Time Faculty

Annually each departmental chair and/or division director will recommend to the Dean a classification of salary increment for each faculty member in his/her department. This classification ranges from "no increment" to "high increment". Each Dean reviews these recommendations in consultation with chairs and recommends a classification of increment for each faculty member to the Provost. The President and Provost, considering the recommendations of the Deans, determine the amount of compensation for each faculty member. Incremental salary increases, if awarded, are dependent on budget and revenue estimates and upon the Board’s annual approval of the University’s pay and benefit program.

OVERLOAD COMPENSATION: An overload is defined as additional courses beyond that which is specified in the initial letter of hire and/or subsequent contract letters and will be compensated as such.

6.2 OUTSIDE EMPLOYMENT See Employee Handbook and Policy Guide (currently under revision)

6.3 RESEARCH AND PECUNIARY RETURN

All faculty members are entitled to full freedom in research and in the publication of results, subject to the academic performance of his/her other academic duties. To ensure proper accounting for payments and compliance with compensation and tax law/regulation, research for which the faculty member is to receive payment through the university should be reviewed and approved by the appropriate Academic Dean and the Vice President for Finance and Business Affairs.

6.4 DISSENT

Millikin University encourages the individual to accept the privilege and opportunity for free discussion of any issue and to present this cause within the broad framework of an individual's guaranteed rights. In conjunction with the encouragement for the full expression and examination of ideas, the University has a further commitment to the great majority of the students that the legitimate University functions shall be protected from interference. Millikin University will honor its obligation to assure the safety of individuals, the protection of property, and the continuity of the educational process.

Both faculty and students are encouraged to utilize the established channels of communication (including direct access to the President) to discuss the role of the University in personal and social issues and to request adjustments of policies and resolutions of grievances.
If, after utilizing the established channels for redress of grievances, the individual continues to believe he/she has been denied the academic freedom of free intellectual inquiry, then the University would be remiss if it did not permit the individual to express his/her grievances in legitimate protest. The University recognizes that here, where the exchange of ideas should flourish, protest and demonstration are expressions of opinion and should be received hospitably.

Orderly and peaceful demonstrations on campus are, therefore, not prohibited. The University, through registration by the Office of Student Development, protects the individual’s freedom to protest so long as it does not unreasonably interfere with other protected freedoms. In the University context, the protected activities include not only classes, libraries, and public meetings but, also, normal administrative functions and various service-related activities (e.g., health services, recreational activities, and on-campus recruitment).

The level of University tolerance may depend not only on whether the protest is orderly or disorderly but, also, on the place chosen for the demonstration. If picketing or other forms of peaceful protest take place outside the University buildings, the University will not interfere except to maintain free passage through areas where members of the University community have a right to be, to curb excessive noise, and to insure the general requirement of orderliness and the safety of others. The University does, however, have the obligation to insure equitable access to its facilities for the entire University community and may, therefore place reasonable limits on the time, place, and manner in which any particular individual or group may occupy its rooms and other property.

Distribution of leaflets is permitted in public corridors of University buildings. Posting notices on designated bulletin boards is permitted with approval of the Office of Student Programs. Where on-campus recruitment is permitted every student has the right to be interviewed on campus by any legal organization which desires to recruit on campus. However, any student or group of students may protest against the appearance on campus of any organization provided that the protest does not interfere with any other student’s opportunity to have such an interview.

In the event of disruption of the normal operational function of the University, including interference with free use of corridors and entrances to rooms and buildings, it is the policy of the University to move with dispatch to restore order. The President, or in his/her absence his/her delegate, will issue notice to the group to disperse and will indicate the intention to maintain order and to protect the rights of all members of the academic community. Refusal to comply, or any other actions which violate a University rule (e.g., acts of violence or vandalism, deliberately encouraging others to violate University rules, and acts of agitation which create mob action) and/or a law of the general community, would force the University to make one of several possible choices: It may choose to turn the individual over to civil authorities for sole punishment; it may utilize University discipline alone; or it may use sanctions by both.

Ideas and causes may be supported on campus by lawful means which do not disrupt the operation of the University or interfere with the normal use of University facilities.
The University cannot tolerate disruptive acts in an effort to reach given results.

6.5 REVISING THE POLICIES AND PROCEDURES MANUAL

Millikin is committed to an orderly, clear and precise statement of its philosophy and procedures. In that light, maximum faculty and administrative participation is sought in establishing policies and procedures. The following guidelines will be followed in revising the Policies and Procedures: Faculty.

a. Recommendation for alterations in the manual may be made at any time to the Council on Faculty. The Council will bring the request to the faculty for a vote at the earliest regular meeting.

Proposals for revising the Policies and Procedures: Faculty can be made by faculty members, the Board of Trustees, the President, the Provost, or any University committee or council established pursuant to these Policies and Procedures: Faculty. However, final authority for the operation of the University is vested with the Board of Trustees. As such, the Board may revise all University policies, including this Policies and Procedures: Faculty as it deems reasonable and necessary. The Board may also implement new policies as it deems reasonable and necessary.

The proposals shall be submitted to the Council on Faculty in the following format:

1. Proposals shall be made in the form of text to replace, in whole or in part, some current provision of these Policies and Procedures: Faculty.

2. Each proposal shall contain no more that one alteration of substance.

3. A brief explanation of the reason(s) for the revision shall accompany the proposal.

Proposals shall be considered by the Council on Faculty, which shall pursue one of the following courses of action.

1. The Council may endorse and forward the proposal to the faculty without change or comment.

2. The Council may alter or amend the proposal before forwarding it to the faculty. In such instances, the submitter will receive a copy of the altered or amended proposal and may request in writing that the original proposal also be sent to the faculty for consideration.

3. The Council may oppose the proposal, attach a statement of its opposition to the original proposal, and return it to the submitter. Should the proposal be opposed by the Council and returned to the submitter, it will not go forward to the full faculty unless the submitter requests this action in writing to the Council.
4. If the submitter does not agree to suggested alterations or amendments, the committee may object to the proposal and attach its objections and/or suggested amendments before sending the proposal to the faculty.

a. If a proposed revision to *Policies and Procedures: Faculty* is approved by the full faculty, the faculty will then vote on whether the revision is to take place immediately upon approval by the Board of Trustees or will only take effect with the beginning of the academic year following the next offer of employment.

b. If a proposed revision to *Policies and Procedures: Faculty* is not approved by the full faculty, the proposed revision, along with the outcome of the faculty vote and statement of opposition, will be returned to the submitter.

c. If the President or the Chairman of the Board of Trustees receives in the minutes a request for a revision, he/she will report at an early subsequent meeting whether or not he/she has approved the revision. In no case will the President's report be delayed beyond the subsequent faculty meeting that immediately follows the next full meeting of the Millikin Board of Trustees.

d. If the President desires to revise or add to the handbook a Section which he/she believes does not require a vote of the full faculty, he/she will request review by the Council on Faculty of whether or not the revision requires approval of the full faculty. If the Council agrees that a vote is not required, the President will report the revisions at a regular meeting of the faculty, and the stated intention will be reported in the minutes.

e. No change will be made to *Policies and Procedures: Faculty* unless it has been noted in the minutes of a regular or called faculty meeting. The Board of Trustees retains ultimate power to make changes to *Policies and Procedures: Faculty*. The most recent version of *Policies and Procedures: Faculty* will be available in a timely manner.

6.6 FINAL EXAMS

Final examinations are to be given during the scheduled final examination period for the fall, spring, and summer terms. It is required that final examinations be given only during the scheduled hours of the examination period, except in the case of independent study, internship, practicum, studio, and activity courses. Instructors of these types of courses may designate the final as optional.

All students enrolled in the course must complete final examinations, and the student does not have the option to determine whether or not he/she will sit for the examination.
Under certain circumstances, exceptions to the above final examination policies may be appropriate. Permission for such exceptions must be obtained from the appropriate academic Dean, in consultation with the chair and/or director.

Major tests (counting at least 20% of the final course grade) shall not be given during the week prior to finals period without previous written approval of the Dean or Director of the school.

Faculty members are expected to submit final grades to the Registrar in a timely fashion as requested. Grades of "incomplete" are to be submitted sparingly.

6.7 FREEDOM OF EXPRESSION IN THE CLASSROOM

6.7.1 Responsibility for Protection of Freedom of Expression

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Students should be evaluated solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards. Students are responsible for learning thoroughly the content of any course of study, but they will be free to take reasoned exception to the data or views offered and to reserve judgment about matters of opinion.

6.7.2 Responsibility for Protection Against Improper Academic Evaluation

The faculty member is responsible for establishing and maintaining fair and equitable standards for student academic evaluation. The student who feels that such standards have not been established and/or maintained shall have the right to be heard through orderly procedure.

6.7.3 Student Appeal Procedure

A student who believes that he/she has received an unfair final grade or final evaluation should first confer with the instructor to resolve the disagreement. If a justifiable question remains in the student’s mind, he/she may next confer with the chair and/or director of the faculty member’s department who may investigate the matter, mediate between the student and instructor, or take any other reasonable action the chair and/or director believes may solve the disagreement. If there is still no resolution after meeting with the chair and/or director, the student may present the case to the Dean of the school in which the course was offered. The Dean may consult with the departmental chair and/or director and the faculty member. The Dean will decide whether or not to begin a university investigation of the faculty member’s grading practices. The faculty member reserves final judgment on all matters pertaining to student grades unless the administration is proceeding against that faculty member pursuant to Dismissal for Cause (Section 2.4.7) or Action Short of Dismissal (Section 2.4.8). There shall be no further appeals beyond the Dean. If a faculty member has
left the University and is unavailable or unwilling to respond to requests for grade changes, the chair and/or director or Dean, if necessary, shall have the power to change a grade if he or she deems it necessary.

6.8 IMPROPER DISCLOSURE OF INFORMATION

Protection against improper disclosure of information is a serious professional obligation of faculty members and administrative staff which should be balanced with their obligations to the individual student, the institution, and society. Faculty and staff members will be free to participate in such professional consultation with their colleagues as serves the welfare of the student. Information may be provided concerning a student's competence and fitness for a given task, including relevant judgments of character, to other persons within the University who have legitimate grounds for seeking information. But free inquiry and free expression, which are vital to good education, may be jeopardized by indiscriminate disclosure of information about student's attitudes, beliefs, and political associations which may be acquired in the course of teaching, advising, and counseling students.

A faculty member may request information contained in permanent academic records when needed in discharge of his/her official duties. A faculty member may request confidential information (1) with the student's consent, or (2) when he/she is mutually involved with a counselor, Dean, or other authorized person concerning the student.

6.9 ACADEMIC DISHONESTY

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty to guide the actions of all its members. Any violation of this threatens the unrestricted and honest exchange of knowledge. It is the responsibility of every person in the academic community (students, faculty, and administrators) to see that dishonesty is not tolerated. This responsibility may also include reporting known or suspected violations to the appropriate authority.

6.9.1 Academic Integrity Among the Faculty

6.9.1.1 Definition of Academic Dishonesty by Faculty

Academic dishonesty by faculty members includes, but is not limited to, plagiarism, improper evaluation of students, improper disclosure of student information, scientific misconduct, and dishonest claims. Academic dishonesty is prohibited. To avoid acts of academic dishonesty, the faculty must observe and comply with the following rules and procedures.

Plagiarism---Plagiarism is presenting as one’s own the writing, research, ideas, thoughts, or concepts of another. The faculty at Millikin must attribute authorship to materials not of their own creation. This includes citing the sources of information in papers and other written works for use within and
outside of Millikin University. Teaching materials, scholarly works, and professional reports or documents must contain accurate information with attribution to the author of the original idea(s).

Improper evaluation---Student evaluations are the responsibility of faculty members. Course grades and evaluation criteria should be provided to students in writing. Students must be evaluated solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards.

Improper disclosure of student information---Protection against improper disclosure of information is a serious faculty obligation which shall be carefully balanced with respect to the individual, the institution, and society. Faculty members must follow the Federal Guidelines set forth in the Family Educational Rights and Privacy Act of 1974 (FERPA) regarding the disclosure of confidential student information. Faculty members may request information contained in student’s permanent academic records when needed as part of official duties. Faculty members may consult with their colleagues to the extent it reasonably serves, protects, or facilitates the student’s health, safety, academic, or career interests, as long as said consultations maintain the appropriate confidentiality.

A faculty member may also provide information to another faculty member or administrator concerning a student’s competence and fitness for a given task, including relevant judgments of character, to other persons within the University who have legitimate grounds for seeking information. Care must be taken to avoid indiscriminate disclosure of information about an individual’s attitudes, beliefs, and political associations which may be acquired in the course of teaching, advising, and/or counseling students.

Scientific misconduct---Scientific misconduct means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretation or judgements of data. Faculty must adhere to the University’s policies governing scientific misconduct, including Section 6.14.

Dishonest claims---Faculty must accurately describe or claim their credentials, awards, degrees, or employment.

Other Improprieties---Other acts that lead to questions concerning the professional integrity of the faculty member will be dealt with on a case by case basis.

6.9.1.2 Initiating a Complaint

All acts of academic dishonesty by a faculty member shall be addressed through the grievance procedure described immediately below.
Complaints Against Faculty

Grievance procedures may be initiated by administrators or faculty members against other faculty members reasonably believed to have committed an academically dishonest act. Such grievance procedures shall be initiated as follows:

Step 1: Within a reasonably prompt period of time after discovering a possible academically dishonest act, the administrator or faculty member should inform the appropriate supervisor, department chair, division director, academic Dean, Provost, or affirmative action officer, who should then make reasonable efforts to resolve the matter informally. If an informal resolution cannot be made at this level, then the administrator or faculty member may proceed to Step 2.

Step 2: Within a reasonably prompt period of time after completing Step 1, the administrator or faculty member may send a written request to the Faculty Welfare Committee to begin the formal grievance process as described in Section 2.5. In the event it is determined that a faculty member has committed an academically dishonest act, the University may initiate proceedings against said faculty member under Section 2.4.7 (Dismissal for Cause) or Section 2.4.8 (Action short of Dismissal) of this faculty handbook.

External Complaints Against Faculty

Accusations of academic dishonesty against faculty members may come from sources outside of the University and should be directed to the appropriate Dean or the Provost. The Dean or Provost will discuss the accusations with the faculty member and the chair of the department and/or director of the division. If the Dean or Provost reasonably determines that there are grounds for the accusations, and if an informal resolution cannot be reached, then the Dean or Provost may initiate actions under Section 2.4.7 (Dismissal for Cause) or Section 2.4.8 (Action Short of Dismissal).

6.9.1.3 Faculty Response to Complaints

If a faculty member is accused of academic dishonesty by another faculty member, a student, or someone outside the University, and the issue is not resolved to the accused faculty member’s satisfaction, the accused faculty member may initiate grievance procedures under Section 2.5.

6.9.2 Academic Integrity Among the Students

See the Student Handbook.
6.9.3 Responsibility in Availability for Student Conferences

Students count individual conferences with faculty members as one of the greatest assets of an institution like Millikin. [See 1.2.3.1]

6.10 ADVISEMENT OF STUDENT ORGANIZATIONS

Faculty are frequently asked by student organizations to serve as their advisors, subject to the approval of the Office of Student Development. Advisors serve as liaison between the organization and the University administration. They are expected to keep both the student group and the University up-to-date on matters of mutual interest and responsibility. The faculty advisor serves in an advisory, not governing, capacity. It is the organization's responsibility to keep the faculty adviser informed of its activities, problems, and business affairs.

Advisors should review contracts between student organizations and outside agencies, such as publishing companies and performing groups, before they are signed. In many cases, the Vice-President for Business Affairs must sign or countersign for the University, not the advisor. Faculty must check with him/her when a contract is being reviewed.

Frequently, faculty (who are not student organization advisors) are invited as guests at social functions involving Millikin students. If these faculty guests observe violations of university policy, they should not feel compelled to assume a direct enforcement role, but should bring these concerns to the student host in charge of the event. If the student host is unresponsive to the faculty member's concerns, or if the policy infractions are of a serious nature, the Director of Student Activities should be contacted.

6.11 GOVERNMENT-SPONSORED RESEARCH BY FACULTY: CONFLICT OF INTEREST STATEMENT

The following situations describe unacceptable conflict of interest scenarios relevant to cases where a faculty member undertaking or engaging in government-sponsored work also has a significant financial interest in, or a consulting arrangement with, a private business concern:

1. Undertaking or orienting of the faculty member's research to serve the research or other needs of a private firm without disclosure of such undertaking or orientation to the University and to the sponsoring agency;

2. Purchase of major equipment, instruments, materials, or other items for University research from a private firm in which the staff member has an interest without disclosure of such interest;

3. Transmission to a private firm or other use for personal gain of government-sponsored work products, results, materials, records, or information that are not made generally available (this would not necessarily preclude appropriate licensing arrangements for inventions, or consulting on the basis of government-sponsored
research work by the staff member independent of his or her government-sponsored research);

4. Use for personal gain or other unauthorized use of privileged information acquired in connection with the faculty member's government-sponsored activities (the term "privileged information" includes, but is not limited to, medical, personnel, or security requirements or price actions; possible new sites for government operations; and knowledge of forthcoming programs or of selection of contractors or subcontractor in advance of official announcements);

5. Negotiation or influence on the negotiation of contracts relating to the faculty member's government-sponsored research between the University and private organizations with which he or she has consulting or other significant relationship;

6. Acceptance of gratuities or special favors from private organizations with which the University does or may conduct business in connection with a government-sponsored research project, or extension of gratuities or special favors to employees of the sponsoring government agency, under circumstances which might reasonably be interpreted as an attempt to influence the recipients in the conduct of their duties; and

7. Consultation by a faculty member with one or more government contractors, or prospective contractors, in the same technical field as the faculty member's government-sponsored research project.

6.12 RESEARCH ACTIVITIES INVOLVING HUMAN PARTICIPANTS & ANIMALS

In accordance with federal regulations, Millikin University hereby adopts a policy that safeguards the rights and welfare of human subjects in any research, development, or related activity, and assures the proper care of laboratory animals used in research.

6.12.1 Establishment of Human & Animal Institutional Review Boards

The University shall establish two review boards -- a Human Subjects Institutional Review Board (IRB) and an Institutional Animal Care and Use Committee (IACUC) – appointed by the Provost. The two review boards shall consist of at least 5 members with diverse backgrounds and expertise, one of whom must come from the community external to the University. A further stipulation of appointment to the IACUC is that one of the members must be a licensed veterinarian.

6.12.2 Responsibilities of the IRB & IACUC

The IRB and IACUC and its staff shall be responsible, in conjunction with administrative officers of Millikin University, for assuring that all University personnel and student researchers comply with applicable federal regulations and guidelines. The IRB and IACUC shall review and approve, require modifications of, or disapprove all University non-exempt research
involving humans or animals in accordance with the administrative policies and procedures to be established hereunder. In addition, the IRB and IACUC shall monitor and conduct continuing review of research at intervals of at least once per year. It shall continue to be the responsibility of the administrative officers of Millikin University and each principal investigator to carry out the decisions of the IRB and IACUC.

6.12.3 Authorities of the IRB & IACUC

The IRB and IACUC have the authority to inspect research facilities, obtain records, and other relevant information relating to the use of humans and animals used in research projects. Further the IRB and IACUC has the authority to take such actions that are, in its judgment, necessary to ensure compliance with the federal guidelines and regulations, other applicable federal and state law, and the policies and procedures established hereunder. These actions may include the suspension or termination of approval of research that is not being conducted in accordance with the IRB’s and IACUC’s requirements or that has been associated with unexpected serious harm to humans or violates animal care guidelines.

6.12.4 Reporting Requirements IRB & IACUC

The IRB & IACUC shall report to appropriate University officials, and as required by laws or guidelines, to federal government officials:

1. any unanticipated problems involving risks to human participants, or serious or continuing non-compliance with IRB requirements; and
2. any violations of animal care guideline, or serious or continuing non-compliance with IACUC requirements; and
3. any suspension or termination of IRB or IACUC approval of research.

6.12.5 Administrative Policies

The IRB and IACUC, with responsible oversight by the Provost shall establish appropriate administrative policies and procedures to implement this policy. In determining policy matters pertaining to human research participants, the University and IRB will be guided by the “Principles for Use of Human Subjects in Research” (approved by the American Psychological Association) and the Code of Federal Regulations (45 CRF 46). In determining policy in pertaining to animal research subjects, the University and IACUC will be guided by the “Principles for Use of Animals in Research” (approved by the American Psychological Association), the “Guide for the Care and Use of Laboratory Animals” (approved by the National Institutes of Health), Public Health Service Policy on Humane Care and Use of Laboratory
Animals (PHS 1996), and the Federal “Animal Welfare Act” (CFR 1985). It is essential that researchers, applicable chairpersons, and Deans of academic units be fully familiar with these materials. Copies of these regulations are on file with the Provost.

6.13 SCIENTIFIC MISCONDUCT

Millikin University policy on dealing with and reporting instances of scientific misconduct and conflicts of interest are adopted in compliance with Federal Public Health Regulations, 42 CFR Part 50, Subpart A, and apply to cases of alleged or apparent misconduct in science in connection with biomedical or behavioral research or research training, applications for support of research or research training, or activities related to such research, which are supported with funds made available under the Federal Public Health Service Act or with other funds. These policies and procedures do not apply to situations involving allegations of fiscal improprieties or criminal violations, or issues concerning the ethical treatment of human or animal subjects.

All interested faculty and staff members should read and understand these policies, copies of which are available at the office of the Provost.

6.14 FACULTY POLITICAL ACTIVITY

Faculty members, as citizens, are free to engage in political activities. Any member of the faculty who wishes to engage in direct political activity which will involve a substantial amount of time away from the performance of his or her University responsibilities (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for leave of absence with their department chairperson and/or division director, Dean and the Provost before undertaking such activity.

The terms of such leave of absence will be set forth in writing, and the leave will not affect unfavorably the tenure status of a faculty member, except that time spent on such leave will not count as probationary service unless otherwise agreed to by the Provost.

6.15 CONSENSUAL SEXUAL ACTIVITIES WITH STUDENTS

Given the fundamentally asymmetrical nature of the faculty-student relationship, voluntary consent by the student in an amorous relationship is suspect. In addition to the possible sexual exploitation of the student involved, other students, staff, and faculty may be affected by such relationships. Therefore, consensual sexual and amorous relationships will be considered unethical and are prohibited between a student and any member of the faculty or administrative staff who teaches, supervises, evaluates, or otherwise is in a position to exercise power or authority over the student. Efforts by members of the faculty or administration staff to initiate these relationships are also prohibited. Millikin University expressly prohibits all forms of sexual misconduct.

6.16 KNOWLEDGE OF UNIVERSITY POLICIES
Each faculty member will also receive a copy of Millikin’s Employee Handbook and Policy Guide. Except as otherwise indicated, those policies are incorporated by reference into, and are a part of, this Policies and Procedures: Faculty, including but not limited to the following:

- Equal employment opportunity
- Accommodations of applicants/employees with disabilities
- Nondiscrimination
- Family Medical Leave Act Leave
- Workplace harassment and workplace discrimination
- Workplace searches
- Computer Use/e-mail/Internet Use (if there is such a policy in the Employee Handbook and Policy Guide)

Each faculty member is responsible for reading this Policies and Procedures: Faculty and the applicable provisions of the Employee Handbook and Policy Guide, familiarizing himself or herself with its contents, and adhering to all of the policies and procedures of Millikin University, whether set forth in the policy manuals and handbooks, or elsewhere.

7 GOVERNANCE

7.1 MEMBERSHIP

7.1.1 Policy of Faculty

Section 1. The faculty of Millikin University shall consist of the following, who hold full-time contracts:

Professors, Associate Professors, Assistant Professors, Instructors, and Lecturers.

Section 2. Emeritus faculty, part-time faculty, and members of the administrative staff other than those listed above may be invited to attend the meetings of the faculty as nonvoting members.

7.1.2 Emeritus Faculty

On the recommendation of the Provost, subject to approval of the President and the Board of Trustees, the rank of emeritus may be conferred on a faculty member who has rendered meritorious service to Millikin University for a minimum period of 15 years. The 15-year minimum may be waived at the discretion of the Provost or upon vote of the faculty for faculty members who have given exceptional service to the University, but who have been faculty members for less than 15 years.
7.1.3 Faculty Membership and Tenure Eligibility

7.1.3.1 Tenure-track Ranks

Appointment of full-time instructors, assistant professors, associate professors, and professors who hold rank in one of the teaching departments at Millikin constitutes placement in the tenure track (see 2.2.1) unless otherwise designated. In the latter case, the position is nontenurable and is for a specified period of time.

7.1.3.2 Equivalent Rank

The designation of "equivalent rank" (i.e., equivalent instructor, assistant professor, associate professor, professor) denotes a nontenurable appointment (a) for non-teaching members of the faculty who hold no departmental affiliation and (b) for those members of the faculty whose basis for appointment is principally non-classroom duties and/or whose credentials do not meet the prerequisites for consideration for tenure.

If a faculty member holds equivalent rank, he/she may (by recommendation of the appropriate departmental chair and/or divisional director and with approval of the appropriate Dean, the Provost, and the President) be moved to a rank in the tenure track under the following conditions:

a. If he/she becomes a teaching member of the faculty with departmental affiliation, and

b. If the basis for his/her appointment becomes principally classroom teaching.

7.1.3.3 Lecturer Rank

If a faculty member holds the rank of lecturer, he/she may (by recommendation of the appropriate departmental chair and/or divisional director and with the approval of the appropriate Dean, the Provost, and the President) be moved to a rank in the tenure track. If this transfer takes place, the time spent in rank of lecturer may count toward the maximum six-year probationary period.

7.1.3.4 Adjunct (Part-time) Rank

All holders of "adjunct rank" (i.e., adjunct instructor, assistant professor, associate professor, professor) are nontenurable part-time faculty (Section 2.1.2). Adjunct faculty do not have the privilege of voting in departmental, divisional, college or university meetings; however, they may be invited to attend and participate in discussions at such meetings.

7.2 ORGANIZATION

7.2.1 Faculty Meetings--Procedures

The faculty shall meet regularly at a stated time each month. Special meetings may be
called at any time by the President or upon a petition of any ten members of the faculty filed with the secretary, provided notice of not less than twenty-four hours be given.

A faculty convener shall preside at all meetings of the faculty or designate a person to preside. Robert's Rules of Order shall be followed in all meetings. A quorum shall consist of a majority of the voting members of the faculty.

The faculty shall elect annually a parliamentarian who shall advise the presiding officer and the society regarding parliamentary procedure. A Nominating Committee consisting of the Provost, the chair of the Department of Political Science, and the chair of the Department of Communications shall submit the name of competent and willing candidates to the faculty.

Representatives selected by Student Senate are invited to attend all meetings of the entire faculty. They have the privilege of the floor but are not eligible to vote.

7.2.1.1 Faculty Meetings – Timing

Given that full time faculty members of Millikin University need the opportunity to attend regularized meetings in order to participate in issues of faculty governance, if they choose to do so, Monday afternoons from 4:00 to 5:30 is established as the designated day and time for full faculty meetings.

Chairs, in conjunction with Deans/Directors, shall provide, if at all possible, full time faculty members the option of creating a teaching schedule that allows individuals the opportunity to attend these university-wide meetings during this established day and time.

7.2.2 Current Academic Structure

The faculty is divided into four schools:
- The College of Arts and Sciences,
- The College of Fine Arts,
- The College of Professional Studies, and
- The Tabor School of Business.

The College of Arts and Sciences is further divided into 3 divisions: Humanities, Social Sciences, Natural Sciences and Mathematics.

The College of Professional Studies is further divided into 2 divisions. One division consists of the faculty in the School of Nursing. The other division consists of the faculty in the Department of Exercise Science and the faculty in the School of Education.

For the purpose of committee structure the College of Fine Arts and the Tabor School of Business are represented in the same way as the divisions of the College of Arts and Sciences and the College of Professional Studies.
The chair and/or director of the division shall conduct division meetings. Only full-time members may vote in the division meetings.

Departments are units of each school or college, and they are chaired by a faculty member appointed by the appropriate academic Dean. A department meets upon call by the chair to consider matters primarily involving departmental curricula, personnel selection, and student advising.

7.2.3 Standing University Councils and Committees

The principal distinction between councils and committees are that councils have 1) the authority to bring forward recommended policy, 2) are composed of elected members representative of each of the Colleges, Schools, and Divisions, and 3) have membership with stated periods of service. The faculty representing the divisions must be tenured or tenure track. Tenure or tenure track is not required for the faculty serving in at-large positions. Two exceptions are that all faculty representatives on Council on Faculty must be tenured.

The standing University Councils are the Council on Faculty, Council on Curriculum, and Council on Students and Academic Standards. The councils should meet at least monthly during the academic year.

Minutes shall be distributed regularly, and reports are to be given at each faculty meeting.

The President, Provost, and the Academic Deans are non-voting, ex-officio members in all councils, standing committees, and their ad hoc committees. One appointed Academic Dean will also serve as a voting member on Council on Curriculum, and one appointed Academic Dean will serve as a voting member on Council on Students and Academic Standards. One Academic Dean will serve as a non-voting member on Council on Faculty. No academic Dean is a member on the committee for Faculty Welfare. Robert's Rules of Order shall be followed in all meetings of councils, standing committees, and ad hoc committees. A quorum shall be a majority of the membership except during the months of June, July, and August when a quorum shall be defined as one-third of the membership.

Member of councils elected to represent their division shall be selected by the divisions and names reported to the Provost two weeks prior to the April faculty meeting. Members of councils to be elected at-large shall be nominated from the floor at the April faculty meeting. Election to the councils shall be by secret ballot at the May meeting.

Elected faculty serve a two-year term on councils and may be re-elected for one additional two-year term. Approximately half of the membership is to be elected each year. A faculty member may serve on only one council at any one time. If a member is unable to serve, he or she may be replaced either by election at large or by the academic unit, as appropriate.
When defining councils and committee membership the term “division” refers to membership from each of the three divisions within the College of Arts and Sciences, the two divisions within the College of Professional Studies as well as the College of Fine Arts and Tabor School of Business.

Prior to the end of the Fall semester, each Council will select a meeting time for the following year. This time will be agreed to by all faculty whose current terms are not expiring. This meeting time will be announced to all faculty at the last full faculty meeting of the Fall semester. Faculty intending to seek election or re-election to a Council for the following year are expected to arrange their teaching schedules so that they can meet at the designated time.

7.2.3.1 Council on Curriculum

This Council has the following membership: one faculty chosen by each division; two faculty elected at large; a representative Dean chosen from the Deans of Colleges of Arts and Sciences, the College of Fine Arts, the College of Professional Studies, and the Tabor School of Business; and one student representative elected by Student Senate as approved by the Dean of Student Development. Student representative will be a non-voting member of the Council. Student representative shall be a junior or senior by matriculation. The Registrar also serves as a non-voting, ex-officio member of the Council.

All curriculum changes should be brought to the Council after prior approval by the appropriate academic unit and/or the responsible administrator. The Council determines the approval level of each agenda item. The Council will approve, reject, or return each proposal to the originating academic unit for revision. Matters which require action by the full faculty will be brought forth with the Council’s recommendation.

The Council acts on curriculum changes as long as there is no University-wide impact (such as changes within a major or program). University-wide curriculum changes (such as changes to the University Studies program or addition or deletion of a major) will be brought forth to the full faculty for a vote.

Examples of final approval given by the Council on Curriculum matters include, but are not limited to: adding and deleting courses; changes in course titles, catalog descriptions and prerequisites of courses taken by non-majors; changes in degree programs, majors, or minors; adding or deleting courses approved for General Education credit; changes in interdisciplinary programs; changes in departmental graduation requirements beyond University requirements; student petitions involving academic matters; and courses not listed in the catalog (for one semester).

Examples of actions the Council will bring forth to the full faculty include, but are not limited to: recommendations to the faculty for its action curriculum proposals to change requirements for graduation or in General Education, recommendations to the faculty for its recommendation to the President and Board of Trustees curriculum proposals for new
majors and/or new degrees, and recommendations to the faculty, for its recommendation to the President and the Board of Trustees, on proposals affecting faculty staffing which might result from substantially altering or eliminating programs, departments, divisions, schools or colleges.

The Board of Trustees makes final approval on proposals affecting faculty, staffing which might result from substantially altering or eliminating programs, departments, divisions, schools or colleges.
7.2.3.2 Council on Faculty

This Council has the following membership: one faculty chosen by each division and two faculty elected at large. A representative Dean chosen from the Deans of the College of Arts and Sciences, the College of Fine Arts, the College of Professional Studies, and the Tabor School of Business, is a non-voting member. The elected faculty representative to the Board of Trustees is an ex-officio non-voting member.

The full-time teaching faculty and librarians who are members of the Council also constitute the Committee on Faculty Welfare. The representative Dean on the Council and the representative to the Board of Trustees are not members of the Committee on Faculty Welfare. The chair of the Council also serves as chair of the standing Committee on Faculty Welfare.

The Council reviews the validity, reliability, usefulness, and fairness of established procedures and/or instruments related to the University-wide evaluation of faculty and reports the results of such a review to the faculty. The Council conducts research of possible new procedures and/or instruments related to University-wide evaluation of faculty and makes recommendations to the faculty for its action.

The Council is also responsible for soliciting nominees for the at-large positions on the Councils, standing Committees, and for the positions of Faculty Convener and Faculty Representative to the Board of Trustees. The Council on Faculty and Dean of Student Development shall appoint the two (2) faculty representatives who serve as the Advisors to the Student Activities Fee Committee. The faculty appointed as SAFC advisors then serve until the Council on Faculty deems it necessary to appoint new advisors.

The Committee on Faculty Welfare shall be consulted and charged with holding discussions in order to make recommendations on proposals affecting faculty staffing which might result from restructuring or eliminating programs, departments, divisions, schools or colleges. The Committee shall be involved early in the process of deliberation and negotiation. Administrators, in good faith and commitment to University faculty, shall have the discretion to determine what is a timely notice.

The Committee on Faculty Welfare is charged with gathering information, opinion and facts from faculty and administrators, including the President of the University, on proposed changes affecting University staffing. The Committee will submit a written report of its recommendations to the Council on Faculty for further deliberation and action.

The Council on Faculty shall then consider its findings and make recommendations to the Council on Curriculum, or to the University faculty, or to both, before formal recommendation is made to the University's Board of Trustees. The nature of its report/recommendations will dictate whether the report should be given executive session of the faculty. The chair of the Council appoints a secretary.
7.2.3.3 Council on Students and Academic Standards

The Council is comprised of one faculty chosen by each division; two faculty elected at large; and a representative from the academic Deans. The Director of Student Success, University Registrar, Dean of Student Life, Chair of the Institutional Review Board, and Director of Admission shall serve as non-voting, ex-officio members. One student who is an elected member of student government will be appointed by the Dean of Student Development. The student representative is a non-voting member of the Council. The student representative may be present for all Council business, except when the Council reviews and acts on individual student records (e.g., marginal admissions, probationary suspension.)

The Council is consulted with and advises the Deans, Provost and the Vice President for Enrollment on policies related to undergraduate student orientation, registration, academic progress, academic scheduling, advising and retention.

The Council consults with appropriate administrative offices and solicits data on current programs and activities, and recommends to the President, Provost, and/or the faculty those policies, plans, new objectives or procedures to facilitate student success and the achieving of institutional retention and graduation goals.

The Council shall review all policies regarding academic regulation of standards. Academic regulations and standards include student academic load, auditing, limits on types of credit, correspondence courses, withdrawal procedures, grading policies, incompletes, pass-fail option, suspension and warning standards, academic progress, and any and all other policies reasonably considered to be academic in nature. The Council shall have primary responsibility to bring policy recommendations to the faculty for its approval.

The Council recommends policies to the faculty concerning admission or readmission of all students. The Council evaluates the credentials of all marginal candidates for admission or readmission to undergraduate and graduate programs, and acts on all of these cases.

The Council serves in an advisory capacity to the Offices of Student Development and Academic Development on the academic aspects of curricular and co-curricular matters such as student life, student government, student organizations, athletics and publications, housing, and living conditions, and discipline. The Council functions as a judicial board when necessary.

The Council recommends to the faculty standards for Dean's List designation and for graduation honors. It also selects students to be recommended for University academic awards, review departmental standards for academic awards and graduation honors,
and advises the President and Provost on appropriate forms of recognition of academic achievement.

The Council serves in an advisory capacity to the Institutional Review Board on issues of review protocol, IRB training, and compliance with federal, state, and local laws. The Chair of the Institutional Review Board shall offer periodic reports to the Council.

7.2.3.4 Committee on Scholarship and Faculty Development

This Committee has the following membership: one faculty chosen by each division; two faculty elected at large; and a representative Dean from the Deans of the Colleges of Arts and Sciences, Fine Arts, the College of Professional Studies, and the Tabor School of Business.

Faculty membership should include faculty with experience, interest and knowledge in the areas of scholarship and artistic achievement and faculty development.

The Committee is responsible for advising the Provost on faculty development issues, sabbatical and junior academic leave programs, and providing recommendations on priorities, programs, and new opportunities.

The Committee is responsible for evaluating and providing recommendations on the current faculty development proposals and any similar programs established in the future where University-wide faculty evaluations is appropriate.

7.2.3.5 Advisory Committee on Promotion and Tenure

This committee has the following membership: one tenured faculty selected from each division, plus the following administrators who are nonvoting ex-officio members: The President, Provost, and the Deans of the Colleges of Arts and Sciences, Fine Arts, the College of Professional Studies, and the Tabor School of Business.

The elected faculty shall serve two-year terms, beginning and ending in December. The member from the Division of Natural Sciences and Mathematics and the member from the School of Education and the Department of Exercise Science in the College of Professional Studies and the members of the Tabor School of Business and the College of Fine Arts shall be elected in odd-numbered years. Members of the Humanities and Social Sciences Divisions of the College of Arts and Sciences and the member from the School of Nursing in the College of Professional Studies shall be elected in even-numbered years.

The Provost convenes the committee to elect a chair and to forward promotion and tenure documents to the committee.
This committee shall have access to the personnel files in the representative Dean's office for all faculty members being considered for promotion or tenure and shall advise the Provost on matters of promotion and tenure of the faculty. (see Section 3.7.2.4)

7.2.3.6 Advisory Committee on the James Millikin Scholars Program

Members of this committee shall be appointed by the Provost in consultation with the Honors Director. The Honors Director is appointed by, and reports to the Provost and is empowered to act on behalf of the committee.

The Committee provides oversight of Millikin Honors programs, including the James Millikin Scholars program. It consults with the Provost, Academic Deans, Office of Admissions and Financial Aid, and other administrative offices as appropriate and necessary.

The Committee cooperates with the Admissions Office in recruiting, interviewing and selecting of an annual complement of highly qualified candidates.

The Committee monitors the academic performance of student participants in the JMS program, provides advising, and approves staff for JMS courses and internships. The Committee promotes the Honors programs, initiates curricular changes, submits them to the Council on Curriculum for action, and expends Committee funds as necessary, consistent with program objectives.

The Committee assists the Provost in the academic coordination and administration of the Presidential Scholars program.

7.2.3.7 Committee on Teacher Education Programs

This committee is comprised of one faculty representative of each of the teacher education programs, each appointed by the chair and/or director of the corresponding department; the Director of Teacher Education; faculty members of the Department of Education; a representative from the PACE program; and the Dean of the College of Professional Studies. The president (or other officer chosen by the organization) of the Student Education Association and of the Music Educators Association are also members. All are voting members except for the Dean of Professional Studies.

The Director of Teacher Education serves as chair. The Committee plans, approves and monitors the University’s teacher education programs in accordance with University, state, and national policies and guidelines. Implementation of these policies is delegated to the Director of Teacher Education. The Committee handles certification matters and periodic accreditation reviews as required by the Illinois State Board of Education and/or NCATE. Each April the Committee reports to the University faculty on the activities and status of teacher education programs.
7.2.3.8 Advisory Committee on the Faculty Agenda

This committee has the following membership: Chairs of the Council on Faculty, Council on Curriculum, and Council on Students and Academic Standards, the Faculty Convener, the Faculty Representative to the Board of Trustees, and the Provost. The faculty convener will serve as a chair.

The Advisory Committee will meet before each meeting of the full faculty to discuss and coordinate the business of the councils and the agenda for the faculty meeting.

7.3 ROLE IN GOVERNANCE

Millikin faculty exercise a role in governance by provision of the "Corporate Bylaws of Millikin University." Various articles of the Bylaws both limit and define that role.

7.3.1 Board Limitations on Faculty Governance

7.3.1.1 Supervisory Role of the Board Executive Committee

Article XIII of the "Corporate Bylaws of Millikin University" specifies for the Executive Committee of the Board a supervisory function:

Between meetings of the Board, the executive committee shall have general supervision of the administration and property of the corporation, except that, unless specifically empowered by the Board so to do, the executive committee may not award degrees, amend the corporate bylaws, appoint or remove the president of the corporation or take any other action specifically reserved for the Board by law or by resolution of the Board. The executive committee may reinstate trustees pursuant to Section 2.11.

7.3.1.2 Role of Board Executive Committee Relative to Honorary Degree

Article XIII of the "Corporate Bylaws of Millikin University" specifies for Executive Committee of the Board a role in the granting of honorary degrees:

The Executive Committee shall serve as the committee on honorary degrees. The Executive Committee shall confer with the president or his or her representatives and shall present its nominations for recipients of honorary degrees to the Board at least thirty (30) days prior to the conferring of the honorary degrees.

7.3.1.3 Role of the Board Committee on Educational Policies

Article XII of the "Corporate Bylaws of Millikin University" specifies for the Educational Affairs Committee of the Board the following:
Responsibilities. The educational affairs committee shall:

(A) Direct the corporation’s comprehensive educational philosophy, educational priorities, facilities and resources, college/school and academic programs, faculty affairs including personnel and evaluation policies and governance, student life services, and related support areas such as enrollment management, library and information services.

(B) Review progress on short-term and long-term planning goals.

(C) Evaluate and recommend academic proposals for Board approval.

(D) Provide external perspective and guidance to the corporation’s academic leadership.

(E) Sponsor special sessions designed to inform the Board of important educational issues.

(F) Contribute to trustee understanding through agenda discussion about topics of strategic significance such as faculty productivity, curricular strengths and weaknesses, and assessments of the leading fields of study.

(G) Encourage a system of faculty performance assessments that contributes to the strategic goal of faculty quality, including the highest integrity and discipline for the purpose of tenure awards and a process of post tenure review.

7.3.1.4 Role in the Granting of Degrees

Article XXII of the "Corporate Bylaws of Millikin University" distinguishes the Board’s role in the granting of degrees:

The Board, acting upon the recommendation of the president and the faculty shall authorize the granting of academic degrees.

7.3.1.5 Role in Establishing Standards for Degrees

Article XXII of the "Corporate Bylaws of Millikin University" limits the standards for degrees that may be offered:

All academic degrees granted or awarded by the Board or the executive committee shall be such college degrees or diplomas as are recognized or approved by the Higher Learning Commission of the North Central Association of Colleges and Schools.
7.3.2 Standards of Corporation Social Conduct

Article XIX of the “Corporate Bylaws of Millikin University” specifies social conduct for the faculty:

Standards of social conduct are subject to consecutive review by appropriate corporation committees, the president and the Board.

7.3.3 Faculty Representation to the Board of Trustees

Article II of the Corporate Bylaws of Millikin University, May 16, 2009, Section 2.2 (A)

“The Board of Trustees will annually elect one (1) faculty representative as an advisor to the Board pursuant to Section 2.17 who shall be nominated by the faculty during spring semester of the academic year through a process established by the faculty. The faculty representative shall serve a maximum of three (3) consecutive one-year terms. Said faculty representative will be presented to the Board of Trustees for election by the Board at its May Commencement meeting, will be invited to attend all meetings of the full Board of Trustees except those conducted in executive session and as otherwise determined by the chair, will not have voting privileges, and shall not be included as one of the number of Trustees.”

From the Board of Trustees Policy and Procedures, page 37, July 2009:

“In addition, the faculty member shall:

1. Be invited to attend appropriate meetings of committees of the Board,
2. Prepare written reports for distribution to the Trustees prior to each board meeting and then be given agenda time in full board session to deliver an oral summary – these reports should be focused on issues of institutional strategy and policy and should express points of view held by a preponderance of faculty voices.”

The faculty procedure for selection of the faculty representative is that the representative to the Board of Trustees be nominated by the faculty in the spring semester and voted upon by secret ballot at the May meeting of the full faculty. In addition to the responsibilities listed above, the faculty representative to the Board of Trustees will serve as ex officio non-voting member on Council on Faculty and will serve on the Advisory Committee on Faculty Agenda.