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HISTORY
From the time North Central College opened its doors in 1861, the institution has taught both liberal arts and professional skills. At the same time, it has fostered students' ethical and intellectual development while promoting excellence in teaching. Augustine Smith, first president of the College, spoke out against slavery and prejudice and set a mission for the College to be "a great moral lighthouse sending out a clear and steady light upon all subjects that pertain to the well-being of [humankind]" (quoted in A Clear and Steady Light by Clarence Roberts, 1981). These words set a dual mission for the College: to provide a wide-ranging education in a setting that raises moral and ethical concerns.

This mission was rooted in a Christian tradition: the College was founded by the Evangelical Association and is currently affiliated with the United Methodist Church as a result of a series of church mergers. In more recent years, an emphasis on the philosophical base of leadership, ethics, and values has been added to the College's historical emphasis on religious or spiritual values.

From the beginning the faculty recommended a course of study that showed respect for the intellectual life. For instance, the 1879 catalog reports: "The faculty of the college unanimously commends to students the Classical course of study," (quoted in Roberts, North Central College: A Century of Liberal Education, 1960, p.68), which included Latin and Greek, philosophy and religion, analytic geometry, and calculus. But also from the beginning, students showed a bent for the practical. In the early years, a majority of students enrolled in the non-collegiate curriculum, courses which essentially comprised a non-credit, continuing education curriculum or were the equivalent of high school courses offered in the College's "Academy." Not until 1915 did the enrollment in college courses exceed the enrollment in the non-collegiate programs.

A careful reading of the College's history suggests that our institutional identity is characterized by the following qualities:

1. Emphasis on students' ethical and intellectual development.
The leaders of the College, including trustees, faculty, and administrators, have historically seen the mission of the College in terms of both kinds of development.

2. Excellence in teaching.
College policy has consistently stressed the importance of faculty members' teaching skills, since teaching is viewed as the primary means of stimulating students' sense of values as well as their critical thinking abilities.

3. Liberal vs. practical studies.
The faculty have historically emphasized liberal studies as the preferred approach to accomplishing ethical and intellectual development and have apparently frequently been faced with "converting" a student body skeptical of the "practical" benefit of liberal education.

4. Financial concerns and curricular ideals.
The College has consistently needed to be conscious of its limited financial base in contrast to more richly endowed institutions. It has attempted from its earliest beginnings to increase the prestige of its curriculum (for example, by taking steps to insure accreditation from the newly established accrediting agencies) while responding to the exigencies of the marketplace.
5. Influence of historical and social change.
Like other institutions of higher learning, the College has made decisions that of necessity have been influenced by historical and social factors affecting society at large. As one example, the College's development of computer science studies occurred in response to a job market which requires increasingly sophisticated technical skills.

MISSION
North Central College is a diverse community of learners dedicated to preparing students to be curious, engaged, ethical, and purposeful citizens and leaders in local, national and global contexts.

We value a rigorous, student-centered education grounded in the liberal arts tradition with purposeful integration of professional studies and civic engagement. While at its core North Central College is a residential undergraduate institution, we value distinctive programs for graduate and non-traditional students. We govern ourselves in a shared model between faculty and administration, overseen by a Board of Trustees, and value academic freedom in the development and delivery of our curriculum.

We are a diverse, inclusive, and global community. And we are an engaging and mentoring educational community that nurtures a culture of curiosity and fosters life-long learning. We have rigorous expectations of all students, of faculty as teachers and scholars, and of staff as partners in student success. We value quality, respect, and collaboration.

We value the development of the intellectual, the physical, and the spiritual human being. To that end, we encourage engaged civil discourse and dialogue on disparate viewpoints. We value the integration of the curricular, co-curricular, and athletic experiences. We value our alumni and their ongoing commitment to and engagement in our success. And we value our affiliation with the United Methodist Church and its contribution to advancing the spiritual health of the campus in all its diversity.

We value our special and storied relationship with Naperville and the surrounding region as a community with which we share values of strong fiscal and environmental stewardship, an innovative and entrepreneurial spirit and a steadfast commitment to being destinations for success.

Accreditation
All undergraduate and graduate programs at North Central College are fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 230 S. LaSalle St., Suite 7-500, Chicago, Illinois 60604; phone 312-263-0456; https://www.hlcommission.org.

BOARD OF TRUSTEES
North Central College is governed by a Board of Trustees composed of no more than forty (40) voting members as follows: The president of the College; the resident bishops of the Northern Illinois Conference and the Wisconsin Conference of the United Methodist Church; the presiding president of the Alumni Association; the presiding chair of the Board of Trustee Associates of the College; up to thirty-nine (35) at-large members (adapted from the College By-Laws).

ADMINISTRATIVE STRUCTURE
The President
The president is the chief executive officer of the College. They are elected by the Board of Trustees. For full list of responsibilities, see Appendix 1, Charter and Bylaws, Article VI, Section 1.

Cabinet
The Cabinet assists and advises the President in the operation of the College. It consists of the president, the provost and vice president for academic affairs, the vice president for finance, the vice president for enrollment management and athletics, the vice president for student affairs and strategic initiatives, the vice president for institutional advancement, the vice president for operations, the vice president for information and technology and chief information officer, and the executive assistant to the president.

President’s Council
President’s Council consists of the Cabinet members, the associate provost and dean of College Programs, the dean of the College of Arts and Sciences, the dean of the School of Business and Entrepreneurship, the dean of the School of Education and Health Sciences, the dean of the School Graduate and Professional Studies.

Academic Officers
The provost and vice president for academic affairs is the chief academic officer of the College. Other academic officers include the associate provost and dean of College Programs, the dean of the College of Arts and Sciences, the dean of the School of Business and Entrepreneurship, the dean of the School of Education and Health Sciences, the dean of the School of Graduate and Professional Studies, the dean of the School of Graduate and Professional Studies, the assistant provost of student success and dean of academic services, the director of library services, the registrar, and the director of athletics.

Council of Deans
The council is composed of the provost and vice president for academic affairs, the associate provost and dean of College Programs, the dean of the College of Arts and Sciences, the dean of the School of Business and Entrepreneurship, the dean of the School of Education and Health Sciences, and the dean of the School Graduate and Professional Studies.

Provost’s Council
The council is composed of the Council of Deans, the assistant provost for student success and dean of academic services, the assistant provost and director of institutional effectiveness and planning, the assistant provost for teaching & learning and director of the Center for the Advancement of Faculty Excellence, and the associate dean for engaged learning and director of the College Honors Program.

Academic Advisory Council
The Academic Advisory Council meets regularly to advise and assist the provost and vice president for academic affairs. The council is composed of the provost and vice president for academic affairs, the associate provost and dean of College Programs, the dean of the College of Arts and Sciences, the dean of the School of Business and Entrepreneurship, the dean of the School of Education and Health Sciences, the dean of the School Graduate and Professional Studies, the assistant provost for student success and dean of academic services, the assistant provost and director of institutional effectiveness and planning, the assistant provost for teaching & learning and director of the Center for the Advancement of Faculty Excellence, the associate dean for engaged learning and director of the College.
Honors Program, the chairpersons of the Academic Programs and Policies, Faculty Development and Recognition, and Faculty Welfare Committees, and the faculty speaker.

**Deans**
Each college/school is led by a dean who is responsible for promoting conditions conducive to learning and academic quality in their unit.

**Department Chairs**
Each department is chaired by a faculty member from that department.

**Organizational Chart**
[https://cardinalnet.northcentralcollege.edu/cfaculty/academic-affairs](https://cardinalnet.northcentralcollege.edu/cfaculty/academic-affairs)
GOVERNANCE STRUCTURE

General Institutional Governance
Preamble of the Articles of Governance: Faculty governance at North Central College is rooted in principles of cooperation and interdependence among teaching faculty, administrative staff, trustees, and students. Governance decisions are intended to reflect careful analysis and consensus building, respectful of the interests of all College constituencies. Faculty governance seeks to promote the welfare of the College as a whole, consistent with established principles of academic freedom and professional integrity. The intended result is a College working environment supportive of the professional goals and contributions of each member of the Faculty [Governance Document, Appendix 2].

Faculty Body
The North Central College faculty will meet a minimum of two times each semester as a general body. In no case will the faculty meet less than once each semester. (See Governance Document for full explanation, Appendix 2)

COMMITTEE STRUCTURES

Board of Trustees
The standing committees of the Board of Trustees are: Executive Committee; Academic Affairs Committee; Enrollment and Student Affairs Committee; Business Affairs Committee (with subcommittees of Investment Committee and Buildings and Grounds Committee); Institutional Advancement Committee; Committee on Trusteeship; and Audit Committee.

FACULTY COMMITTEES

Oversight Committee of the Faculty: Governance Steering Committee.

Standing Committees: Academic Programs and Policies Committee, Faculty Development and Recognition Committee, Faculty Welfare Committee, College Graduate Studies Council, and General Education Committee.

Promotion and Tenure Committee

Advisory, Administrative, and All-College Committees: Committee on Undergraduate Academic Standing, Committee on Graduate Academic Standing, Academic Programs Assessment Committee, Teacher Education Committee, College Scholars Committee, Richter Committee, International Programs Committee, Liaison Committee, Welfare and Benefits Committee, Cultural Events Committee, Institutional Review Board and Institutional Animal Care and Use Committee, Budget Committee.

For full explanation, see Governance Document, Appendix 2.
DEFINITION OF FACULTY STATUS

Trustee bylaws accord faculty status to the president of the College, the provost and vice president for academic affairs, other members of the president’s Cabinet, the associate provost and dean of College Programs, the dean of the College of Arts and Sciences, the dean of the School of Business and Entrepreneurship, the dean of the School of Education and Health Sciences, the dean of the School of Graduate and Professional Studies, the assistant provost for student success and dean of academic services, the assistant provost and director of institutional effectiveness and planning, the assistant provost for teaching & learning and director of the Center for the Advancement of Faculty Excellence, the associate dean for engaged learning and director of the College Honors Program, the director of library services, the registrar, and all teaching faculty members. Professional librarians and the director of athletics are also members of the faculty. All of the above, with the exception of less than full-time teaching faculty members, are members of the Voting Faculty. (Governance Document, Appendix 2, Article I)

Teaching faculty status is granted to members of the faculty who teach on a full-time, half-time, or part-time basis. Faculty members are normally appointed to an academic department (Governance Document, Appendix 2, Article III).

- **Ranked Faculty, Full-time**
  Full-time teaching status shall refer to faculty members who hold academic rank of instructor, assistant professor, associate professor, or full professor and who normally teach a full course load each year.

- **Full-time Visiting Faculty**
  Full-time faculty may also be appointed on a one-year temporary basis with a teaching load of 24 credit hours per year and hold academic rank of visiting instructor, visiting assistant professor, visiting associate professor, or visiting full professor.

- **Pro-rata Faculty (half-time)**
  This status may be awarded to faculty members whose workload is at least the equivalent of 16 credit hours per year. Half-time faculty members shall receive compensation in the form of prorated annual salary and fringe benefits, hold academic rank of half-time instructor, half-time assistant professor, half-time associate professor, or half-time full professor. Half-time faculty members shall be eligible for annual reappointment should a need for their services continue to exist.

- **Per Course Faculty**
  Part-time teaching status refers to teaching faculty members with less than a half-time workload. Part-time faculty hold academic rank of lecturer or senior lecturer. Part-time faculty shall be eligible for reappointment should a need for their services continue to exist.

- **Emeritus Faculty**
  On February 17, 2001, the Board of Trustees adopted the following revised policy:
  1. Purposes of the emeritus status: The practice of giving the honorary title of "emeritus" to retired faculty members serves to recognize long and distinguished service to the College. It promotes a friendly and creative relationship between the College and those
who have retired from its service and helps to make visible the continuity of generations that have built and loved North Central.

2. Qualifications for emeritus status: To become eligible for this honor, a faculty member must have served the College honorably and well, as reflected by performance evaluations, for at least fifteen years of full-time service. The candidate must have retired from the College and be separated from the tenured teaching profession. Annual appointments to teaching duties elsewhere will not disqualify the faculty member from receiving emeritus status from North Central College. Finally, the individual must indicate, upon invitation from the provost and vice president for academic affairs, interest in being considered as a candidate for emeritus status. Unusual cases or exceptions to these guidelines may be reviewed by the Board of Trustees on recommendation from the president and the provost and vice president for academic affairs.

3. Procedure: The provost and vice president for academic affairs will recommend nominees for emeritus status to the president and the Board of Trustees. Upon action of the Board at its spring meeting, emeritus status will be awarded to successful candidates and announced at the next commencement.

4. Privileges: A faculty member granted emeritus status will receive the following:
   a. Award of the emeritus status in a public ceremony, where practicable and desired.
   b. Recognition at the Service Awards presentation (if they are serving the College immediately prior to the award).
   c. Listing in the College catalog as well as on appropriate College mailing lists for the receipt of College newsletters, announcements, student newspaper, etc.
   d. Library and computer privileges.
   e. Admission to all College events and activities for which the I.D. card is normally accepted.
   f. Invitation to participate in each academic procession.
   g. Invitation to all subsequent Service Awards presentations as guest of the College.

**TYPES OF CONTRACTS**

**General Contract Statement**
The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notices incumbent upon either party to provide, will be stated or confirmed in writing and a copy will be given to the faculty member.

With the exception of special appointments clearly limited to a brief association with the institution, and reappointments of retired faculty members on special conditions, all full-time faculty appointments are one of four types: (a) tenure-track probationary appointments; (b) appointments with continuous tenure; (c) non-tenure track appointments; (d) one-year visiting appointments.

Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind will be informed each year in writing of their appointment and of all matters relative to their eligibility for the acquisition of tenure. [Board policy, January 27, 1973]
Probationary Appointments

Probationary appointments may be for one year or for other stated periods, subject to renewal. The total period of full-time service at North Central prior to the acquisition of continuous tenure will not exceed six years. The length of a faculty member’s probationary period shall be determined by the provost and vice president for academic affairs in consultation with the appropriate dean and the department chair at the time of appointment and conveyed to the faculty member in the initial letter of appointment. Occasionally, senior faculty members with appropriate documented prior service in higher education may be hired with tenure.

The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the faculty member’s department will also be brought to their attention. The faculty member will be advised of the time when decisions affecting renewal or tenure are ordinarily made and will be given the opportunity to submit materials considered by the faculty member to be helpful to an adequate consideration of their circumstances.

SEARCH PROCEDURES FOR FULL-TIME FACULTY POSITIONS

Preamble

A strong faculty is the backbone of any excellent institution. Accordingly, faculty searches at North Central College are among the most important tasks we undertake. It is imperative that search committees ensure deep, strong pools of candidates and scrutinize applicants’ files carefully in order to make wise, strategic recommendations for hires. In particular, committee members must search for highly qualified candidates who complement, rather than simply reinforce, the strengths of existing faculty members in the department and at the College.

Committee members are encouraged to think beyond the existing curriculum toward a dynamic, contemporary program that challenges and excites. Strong candidates who offer diversity with respect to race and ethnicity, gender, sexual orientation, substantive area of expertise, versatility, and methodological approach, among other characteristics, should be of particular interest to the committee. Search committee chairs must be prepared to explain the ways that the finalists and, ultimately, the recommended candidate, would contribute not just to the department, but also to the entire institution and its strategic goals. This approach maximizes the chances of hiring faculty members who will not only earn tenure, but who will also become leaders on campus, in the community, and in their respective fields, rising to the top of their area of expertise and contributing to the enrichment of our learning communities for many years.

Faculty Qualifications Guidelines:

1. An instructor teaching an undergraduate course must be qualified by
   a. holding a terminal degree in the discipline, or
   b. holding a non-terminal advanced degree in the discipline, or
   c. holding a terminal degree in a different discipline, with at least 18 hours of graduate coursework in the discipline of the course, or tested experience in the subject matter of the course, or
d. holding a bachelor’s degree in the discipline with at least 18 hours of graduate coursework in the discipline of the course, or tested experience in the subject matter of the course.

2. An instructor teaching a graduate course must be qualified by
   a. holding a terminal degree in the discipline, or
   b. holding a non-terminal advanced degree in the discipline plus tested experience in the subject matter of the course.

Unique Opportunities: On rare occasions North Central College may have the opportunity to appoint an instructor to a course who may not fit the exact qualifications set out above, but nevertheless possesses a unique set of qualifications to instruct the course, which will be of great benefit to the students enrolled.

3. Faculty Qualifications Decision-Making

The dean of the course is ultimately responsible for ensuring the faculty qualifications under the guidelines set out above. In practice it is expected that the dean will delegate the process to the department chair/program coordinator level. The official academic transcript(s)(not a diploma) is required as the evidence of faculty qualifications. This applies to the degree advanced as qualification or hours of study at a given level in a given area. If a department/program intends to use tested experience as a basis for faculty qualification, the department/program is responsible for developing a written tested experience definition and forms of evidence that will qualify a faculty member for courses in the department/program. The written policy will be reviewed and approved by the dean of the program. While the chair/coordinator is expected to take the lead, the policy should reflect broad consultation with department/program members. In the case of “Unique Opportunities” described above, the program shall provide a statement of alternative qualifications that will be approved by the dean and the provost and vice president for academic affairs.

Categories of Full-Time Appointments

A. Tenure-Track Appointments: All tenure-track positions must be filled through a competitive national search process.

B. Full-time Renewable Non-Tenure Track and Three-Year Visiting Appointments: Normally, full-time renewable non-tenure track and three-year visiting appointments are filled through a competitive national search process. However, upon the recommendation of the department chair and the dean, and with the approval of the provost and vice president for academic affairs, full-time renewable non-tenure track and three-year visiting positions may be filled without a national search. Visiting position contracts are extended for one year with the possibility of annual renewal for a maximum of three years. Only under exceptional circumstances may a faculty member remain in a visiting position for more than three years.

C. One-Year Visiting and Half-Time Appointments: One-year visiting positions may be filled without conducting a national search or creating a formal search committee. Half-time positions may be filled with or without a formal search.

I. Initiation of Search Process
Departments initiate the appointment process for new full-time faculty positions by submitting a position request to the dean. The dean submits the request along with their recommendation to the provost and vice president for academic affairs. The request is reviewed by the Council of Deans, which makes a recommendation to the provost and vice president for academic affairs. If approved, the provost and vice president for academic affairs presents the request to the president for their final approval.

2. **Position Announcement and Constitution of Search Committee**

   A. The dean, in consultation with the search committee chair, selects members of the search committee. The composition of the search committee is outlined in the search matrix document and depends on the type of position (tenure-track, visiting, etc.).

   B. The search committee chair, in consultation with the dean, prepares the position announcement using the template found on the academic affairs page of CardinalNet.

   i. Search committee chairs have some discretion in determining appropriate materials required for a file. For instance, while some searches might require full letters of recommendation, others might only request a list of references with contact information.

   C. Both the ad and the completed search form, also available on the College’s internal website, are then submitted to the appropriate administrative assistant in the Office of Academic Affairs for final review by the provost and vice president for academic affairs and posted, in conjunction with the Office of Human Resources, both internally and externally.

   i. Once confirmation of posting is received from Human Resources, the Office of Academic Affairs will notify the department. External postings should be verified for prompt posting and accuracy by the departmental academic/administrative assistant. Any concerns regarding external postings should be brought to the attention of the Office of Human Resources and the Office of Academic Affairs immediately.

   ii. The position announcement will be posted on higher education employment websites and placed in key national higher education publications and/or an appropriate publication in the discipline for which the position is sought. The dean, in consultation with the provost and vice president for academic affairs, may ask to place additional advertisements as deemed appropriate.

   D. Prior to the review of candidate files, the dean will meet with search committee members to provide guidelines for the search process. All search committee members (including students) will be required to sign a confidentiality agreement.

   E. Only the dean and the search committee chair will be given automatic access in candidate application files. Committee members must submit signed confidentiality agreements to the Office of Academic Affairs in order to gain access to candidate files.

   i. Student search committee members are given viewing access only. Search committee chairs can use their discretion to determine when students may view the files.

3. **Initial Screening of Applicants**
A. Using the information in the advertisement, the search committee chair and committee members establish a set of criteria that they will use to separate the applicants into two groups: “Qualified” and “Not Qualified.”

   1. The search committee chair may take any action necessary to ensure a complete application package.

B. The criteria should match the position requirements stated in the advertisement. The committee should not use “preferred” or “desirable” qualifications to determine the status of any application at this stage.

C. Candidates are deemed “qualified” as long as they meet the minimum requirements listed in the advertisement. The committee may not rank candidates at this stage.

D. The search committee chair then sets the status of all applicants deemed “not qualified” to “Not Interviewed, Not Hired (No Email)” and then requests review and approval of this list from the dean.

E. Upon approval of the dean, the search committee chair will contact human resources to send a form email to these applicants informing them that they will not be considered further for the position.

4. **Advanced Screening of Qualified Applicants**

A. The committee evaluates each of the remaining candidates’ application materials and measures them against the advertised criteria for the position to identify the semi-finalists in a more careful screening process.

B. As part of the screening process, designated committee members may meet with selected applicants at professional meetings.

C. The search committee chair will identify the semi-finalists for approval by setting their status to “Selected for Phone Screens” and notifying the dean.

D. Upon approval by the dean, the search committee chair contacts the semi-finalists via email to offer a phone/Skype interview.

E. Phone/Skype interviews, as well as interview spaces, are scheduled by the departmental academic/administrative assistant in conjunction with the search committee.

F. The committee will conduct offsite interviews (via Skype, phone, or professional meeting) over the course of two-three days. Skype interviews are preferred. Ideally, the committee should conduct interviews by conference call, working from an agreed upon common list of questions or topics. While not all members of the search committee need to be present at each Skype interview, effort should be taken to include as many members as possible.

5. **Selection of Finalists**
A. The committee reviews its findings and ranks candidates based on the advertised criteria, rather than in comparison to each other. Should the committee elect to use a scale, it should indicate the degree to which the candidates meet the advertised criteria. At this stage, “preferred” or “desirable” qualifications may be taken into consideration.

B. The committee identifies the three strongest candidates to be further interviewed.
   a. If the resulting pool would not add diversity to the campus and a strong, qualified candidate who would do so exists in the semi-finalist pool, the committee may add the candidate as a fourth finalist.
   b. If it so wishes, the committee may keep a second-tier list in case some of the top candidates drop out.

C. The search committee chair will update the statuses of the remaining candidates:
   a. The three proposed finalists are set to “Selected for On-Campus Interview.”
   b. Any second-tier applicants are set to “Alternate Candidate(s).”
   c. At this point, candidates who were labeled “Selected for Phone Screens” but will not move forward are set to “Interviewed, Not Hired.”

D. The search committee chair then requests review and approval of the “Selected for On-Campus Interview” (and “Alternate Candidate(s),” if applicable) by the dean. If the position is tenure-track, non-tenure-track ongoing, or three-year visiting, the dean will seek approval from the provost and vice president for academic affairs. Deans do not need the approval of the provost and vice president for academic affairs to make offers to candidates for one-year visiting or halftime positions.

E. At this time the search committee chair writes to all candidates with a status of “Interviewed, Not Hired” (i.e., candidates who completed a phone/Skype interview but are not finalists or alternates) to thank them for their interest and inform them that they will not be considered further for the position.

F. Once approved by the dean (and the provost and vice president for academic affairs, when appropriate) the committee conducts comprehensive reference checks for each of the three (or four) finalists.
   a. It is important that the search committee chair advise the candidates of their status and secure their permission to contact listed references, including their immediate supervisor, if possible.

   A. The committee conducts comprehensive reference checks for each candidate still in the pool. It is important that all references be asked the same questions. Therefore, the committee should work from a written list of questions or topics upon which the members have agreed (see list of sample questions attached). There should be more than one committee member completing reference checks on each candidate.
b. Since non-American citizens or permanent residents may apply for a position, if in doubt about a candidate’s employment eligibility, the search chair or department chair may ask the question: “Will you be authorized to work in the U.S. on August 1?”

6. **Campus Interview**

A. Upon notification of the provost and vice president for academic affairs’ approval, the search committee chair will invite the finalists to a campus interview to be scheduled no fewer than 14 days from the invitation, if possible, to allow sufficient time for planning (internally and for the candidate) and procuring the best possible travel prices.

i. The invitation (and/or subsequent itinerary) from the search committee chair should contain an overview of the campus visit including the format of the teaching and research presentation and a list of interviewers.

B. Travel arrangements, accommodations, and the interview schedules are set up by the departmental academic/administrative assistant in close collaboration with the search committee chair.

C. During the campus visit, all finalists must be interviewed by members of the search committee, the department chair, the appropriate coordinator of an interdisciplinary program, if candidate will teach in the program, the dean, the provost and vice president for academic affairs or designee (except for one-year visiting positions), the president (for tenure-track positions only), and the dean of Graduate and Professional Studies, if appropriate. Candidates should also meet with the CAFÉ director, if possible, and a representative from the Office of Human Resources to learn about the College’s benefits package.

i. The committee chair and the dean should fully inform the candidate of the institution’s mission and the expectations in the areas of teaching, mentoring, professional development, scholarship/creative work, and citizenship.

D. The campus interview should include a teaching and research demonstration, an opportunity to interact with students, and a forum for all department members to interact with the candidate.

i. It is within the discretion of the search committee chair to invite other members of the campus community to the presentation.

E. The departmental academic/administrative assistant will distribute the candidates’ curricula vitae and campus visit itineraries to all interviewers as well as faculty members in the department to review.

F. If there are internal candidates in the pool, they should be treated the same as external candidates. They should not receive privileged information about the search that is not available to other candidates. As an example, internal candidates should not be invited to review the curriculum vitae of other candidates or to attend presentations made by other applicants, since this opportunity will not be extended to other applicants. Similarly, internal candidates may not attend meetings at which the department discusses the searches nor offer any opinion on the candidacy of other applicants. In subsequent phases of the search, internal candidates will continue to be treated the same as others in the same category (semi-finalist, finalist).
G. The committee should solicit written evaluations of candidates from everyone who has had a chance to interview them.

7. **Recommendation of Selected Candidate**

   A. Upon completion of the on-campus interviews, the search committee chair meets with the dean and the provost and vice president for academic affairs to review their feedback on the finalists.

   B. The search committee then meets to review the campus feedback on the candidates and the results of their individual interviews. The committee first indicates if each candidate is “acceptable” or “unacceptable.” A rating of “acceptable” means that the candidate would likely be an excellent faculty member at North Central College. A rating of “unacceptable” means that we would close the search before extending an offer to that candidate. The committee identifies the top candidate for the position from the acceptable candidates and then makes a written recommendation through the department chair to the dean. A ranked list of other acceptable candidates may also be prepared in case the top candidate declines an offer.

   C. The dean forwards their recommendation to the provost and vice president for academic affairs.

   D. If the provost and vice president for academic affairs approves the recommendation, they review the terms of the offer with the dean. The dean then makes a verbal offer to the top candidate and reviews the conditions of hire (rank, salary, etc.).

   E. Once the offer is verbally accepted, the provost and vice president for academic affairs sends a formal letter of offer to the candidate, detailing the agreed-upon terms of employment.

   F. Upon receipt of the candidate’s written acceptance of the College’s offer, an official transcript of the terminal degree and notification by the Office of Human Resources of a successful background check, the provost and vice president for academic affairs issues a formal appointment letter and contract to the candidate.

   G. The committee and the department are notified of the final result of the search and the Office of Human Resources begins the onboarding process.

8. **Conclusion of Search**

   A. After a candidate has accepted the offer of employment and signed a contract, the search committee chair notifies the other finalists who interviewed on campus to inform them that the search has been concluded.

   B. The search committee chair will change the remaining finalists’ statuses to “Interviewed, Not Hired.”

   C. The posting will be set to “Filled” after all applicants have been contacted and all statuses updated.

   D. All application files are archived electronically and the Office of Academic Affairs for a period of three years. Inquiries should be directed to the Office of Academic Affairs.

**Telephone Reference Check Guidelines and Sample Questions**
Name of Candidate:
Name of Referee:
Relationship to Candidate:
Reference Checked by:

General Guidelines:

- Introduction: “X is a candidate for the position of Y in the Department of Z at North Central College. They have listed you as a reference and have given us permission to speak with you regarding their candidacy.”

- Brief overview of North Central College and the position (You may use an abbreviated version of the statement we use in our job postings—we are a comprehensive liberal arts college of about 3,000 students).

- Ask the same questions of all references. Variations based on the relationship of the candidate to the references are allowed. Follow-up questions based on the reference’s response to a question, if pertinent, are also allowed.

- Be mindful of ambiguity in responses, hedging, unusual hesitation, or exceptionally exuberant or overly negative responses. Follow-up questions may be asked for clarification.

- Keep written notes of the responses.

Examples of Questions (Please note that this is not an exhaustive list of possible questions.):

1. How long and in what capacity have you known the candidate?
2. What were the candidate’s main responsibilities (if applicable)?
3. How would you characterize the candidate’s performance and the quality of their work?
4. Can you comment on the candidate’s ability to handle criticism and interpersonal conflict?
5. Have you had the opportunity to observe the candidate in teaching contexts? What would you say are the strengths of the candidate as a teacher? What might be some areas for growth?
6. Are you familiar with the candidate’s scholarship? If so, could you comment on the quality of their scholarship?
7. What would you say are the candidate’s strongest qualities?
8. What would you say are the candidate’s major challenges?
9. How well do you think the candidate can make a transition to this position?
10. In what areas might the College need to provide some assistance to ensure a successful transition?
11. Are there other areas/issues we have not covered that you might wish to address?
12. Given your understanding of the position and our College after this conversation, would you recommend the candidate for the position?
13. Would you hire/rehire the candidate if the opportunity arose?
14. Do you have any final comments or questions?
15. Thank you for….

PERSONNEL RECORDS
The College maintains a permanent personnel record and an evaluative file for each member of the teaching faculty in the Office of Academic Affairs under the supervision of the provost and vice president.
for academic affairs. Faculty members may have access to both files under conditions specified in Appendix 3.

**EVALUATION**
North Central faculty are evaluated for retention, tenure, and promotion by department chairs, the dean of their college/school, the Promotion and Tenure Committee (PTC), and the provost and vice president for academic affairs. These evaluations reflect judgments about a faculty member's overall performance and value to North Central College. Sources of information on which evaluations are based include personal contacts and observation, peer evaluations, self-evaluations, student evaluations, course materials, and publications and papers. Over a period of time, these sources provide a basis for assessing the cumulative overall contribution of a faculty member to North Central.

Faculty members are evaluated annually in four major categories: 1) Demonstrated Teaching Effectiveness, 2) Evidence of Professional Development and Scholarship/Creative Work, 3) Mentoring Contributions to Student Success, and 4) College and Community Faculty Citizenship.

It is understood that faculty members will place varied emphasis on individual performance criteria at different stages of their careers, i.e., initially they will focus on establishment of effective teaching; later on the tenure probationary track they will broaden their emphasis to become effective student mentors, active faculty citizens, and engaged scholars.

For detailed information see Appendix 3, Faculty Evaluation Policies and Procedures.

**Publishing**
Teaching is primary at North Central. No amount of publishing or creative output can redeem poor teaching in the evaluation process. A complementary relationship does exist, however, between teaching and scholarly/creative activity, without which teaching will suffer. Publication and other scholarly activities, participating in professional conferences and organizations, and individual study programs are seen by the College as part of professional growth. As such they are supported, yet most valued when they enhance teaching.

**Evaluation of Tenured Faculty**
The Board of Trustees in 1977 instituted "a structured review of tenured faculty members done once every five years. Tenured faculty members will need to continue to maintain acceptable standards of performance."

**ADVANCEMENT IN RANK**

**Policy**
The criteria for advancement in rank are essentially the same as those used for retention decisions and salary increases. See Appendix 3. Promotion is not automatic; it is a reward for achievement.

**Promotion Process**
This process is described in Appendix 3.

**TENURE POLICY**
After the expiration of the stated probationary period or, on occasion, upon joining the faculty of North Central College, a member of the instructional staff shall be eligible for permanent or continuous tenure.
Under no condition will any person be considered to have attained permanent tenure automatically. When, upon the recommendation of the College president, an individual has been specifically approved for permanent tenure by the Board of Trustees of North Central College, that individual will be informed of this action in writing. A teacher who has served the maximum probationary period but who is not approved for tenure, will be notified of non-renewal as described in Separation under “Non-reappointment.”

If the percentage of full-time faculty members who are tenured reaches 70%, the Board of Trustees will review the tenure status of the institution. Tenure will not be awarded beyond this figure without Board review of institutional considerations as well as the quality of the faculty members who are being considered for tenure.

Demonstrated competency, not potential competence, shall be the primary consideration in granting tenure. After the probationary period or, on occasion, upon joining the faculty of North Central, it shall be necessary for the faculty member to make a compelling case for tenure. It should not, and must not, be the institution's burden to show lack of performance [from Board policy].

**SEPARATION**

Termination of an appointment with continuous tenure, or of a special probationary appointment before the end of the specified term, may be effected by the institution only for:

a. Financial exigency or discontinuance of a program or department of instruction.

b. Adequate cause related directly and substantially to the fitness of the faculty member in his or her professional capacity as a teacher. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens. Dismissal under (a) and (b) will be considered and conducted according to the appropriate regulations of the "1990 Recommended Institutional Regulations on Academic Freedom and Tenure" of the AAUP.

**Resignation**

A faculty member may terminate appointment effective at the end of an academic year, provided that they give notice in writing at the earliest opportunity, but not later than April 15. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

**Non-reappointment**

Regardless of the stated terms or other provisions of any appointment, written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of the appointment, as follows: (a) not later than March 1 of the first academic year of service if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination; (b) not 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) at least twelve months before the expiration of an appointment after two or more years of service at the institution. The institution will normally notify faculty members of the terms and conditions of their renewals by February 15, but in no case will such information be given later than March 15.
When a faculty recommendation or a decision not to renew an appointment has first been reached, the faculty member involved will be informed of that recommendation or decision in writing by the body or individual making the initial recommendation or decision, and if the faculty member so requests, will be advised of the reasons which contributed to that decision.

**FACULTY RIGHTS, RESPONSIBILITIES**

**Academic Freedom**
The College has officially adopted the AAUP’s 1940 statement on academic freedom. This is set forth below. Other important AAUP statements on academic freedom can be found in the AAUP’s Policy Documents and Reports (the "Red Book").

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. (The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.) 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 research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

**Academic Freedom**

- Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As individuals of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate they are not speaking for the institution.

**Professional Ethics**
The faculty-approved ethics legislation is in Appendix 5.
Discrimination, Harassment, Sexual Misconduct and Retaliation

North Central College (“College”) is committed to maintaining a positive learning, working, social and residential environment. The College does not discriminate or allow harassment on the basis of race, color, religion, ethnicity, national origin, sex, gender identity, gender expression, age, marital status, citizenship, mental or physical disability status, sexual orientation, pregnancy or parenting, order of protection status, military or veteran status, genetic information, unfavorable military discharge (except dishonorable discharges) or any other characteristic protected by law in admission and access to, and treatment and employment in, its educational programs and activities.

In pursuit of these goals, the College will not tolerate acts of discrimination, harassment, sexual misconduct and/or retaliation involving any administrator, staff member, faculty member, student, guest, visitor, camper, vendor, or subcontractor, as such behavior seriously undermines the College’s effectiveness as an educational institution and a workplace. The College adheres to and supports the principles of academic freedom and recognizes that each member of the North Central College community also shares in a common responsibility to maintain an environment free from discrimination, harassment, sexual misconduct, and retaliation. Administrators, faculty members, and staff members who violate this policy will be subject to disciplinary action, up to and including termination of employment. Students who violate this policy will be subject to disciplinary action up to and including expulsion.

All employees are considered to be “Responsible Employees” with the authority and responsibility to report disclosures or observations of sexual misconduct to the Title IX Coordinator. Employees who are exempted from this reporting requirement are professional or pastoral counselors who provide work-related mental-health counseling, campus advocates who provide confidential victim assistance, medical staff, and employees who are otherwise prohibited by law from disclosing information received in the course of providing professional care and treatment. Failure of a non-confidential employee to timely report an incident or incidents of sex or gender harassment or discrimination of which they become aware is a violation of College policy and can be subject to disciplinary action.

For additional information about the policy and related procedures, see the College Policy Guide in human resources.

INSTITUTIONAL POLICIES, EXPECTATIONS

Professional Responsibilities
The College Bylaws accord the following responsibilities to the faculty as a general body, subject to trustee review and approval:

A. Prescribe the conditions for admission of students.
B. Determine the academic courses of study.
C. Help to develop academic policies.
D. Help to administer the counseling and discipline of students.
E. Help to administer the social and cultural programs of the College.
F. Prescribe regulations for the administration of the curriculum.
G. Prescribe procedures for faculty governance.

Consistent with these Bylaws, the governance lists these faculty responsibilities:

A. Teach assigned courses and mentor students according to the mission and policies of the College.
B. Participate in faculty citizenship activities in order to develop and sustain the College's academic policies and programs, cultural life, and general student welfare. Faculty citizenship includes, but is not limited to:
   1. Attendance at departmental, faculty, and other meetings to which one is properly called.
   2. Involvement in program development, review, and administration at the departmental level in cooperation with the department chair.
   3. Participation in faculty governance through service on committees and task forces as appropriate.
C. Cooperate with College offices such as admission, student services, alumni and development, graduate and professional studies, and marketing and communications to promote the welfare of the College.
D. Make professional contributions, engage in professional development, and establish colleague relationships which support such activities.
E. Evaluate one's fulfillment of faculty professional responsibilities and plans for future contributions consistent with the mission and policies of the College. [Governance, Appendix 2, Article III, Section 2]

Other Rights and Responsibilities
- **Educational Conditions.** In addition to Bylaws provisions, College policy seeks to assure that conditions are present for faculty members to educate students for critical, creative, and empathetic thinking and acting consistent with the goals of a pluralistic, democratic, and egalitarian society. Faculty members possess discretion in conducting the classes they teach according to College policies on academic freedom and professional responsibility (See Personnel Policy Guide).
- **Life of the College.** Faculty members are expected to participate actively in the intellectual and cultural life of the College and in its governance. College life outside the classroom plays a central role in an education consistent with the College mission and holds important benefits for the personal and professional satisfaction and advancement of faculty, as well.
- **Liberal Arts Objectives.** All faculty members are expected to emphasize in all classes basic liberal arts objectives such as the following:
   a. Improving verbal, analytical, and problem solving skills.
   b. Raising value-oriented questions.
   c. Increasing interdisciplinary perspectives.
- **Contact Hours.** Students enrolled in a four semester-hour class over the course of the whole semester should expect to spend 11.25 hours per week engaging in class work. This number represents both instructional contact hours and hours spent completing work outside of class, in this case, approximately 3.25 hours and 8 hours, respectively.
- **Syllabus.** Instructors are expected to provide a syllabus during the first week of the semester. In addition to describing goals and content, the syllabus should include a statement of the grading policy, the grading scale (e.g., 93-100%=A, 90-92%=A-, 87-
89%=B+, 83-86%=B), the relative weight assigned to tests, quizzes, papers, or other performances expected of students, and the factors included in determination of the grade (e.g., quality of writing, organization, presentation).

- **Grades.** The College grading system is described in the catalog. Final grades are expected to show a reasonable discrimination of the student's mastery of the subject.

- **Final Examinations.** The last four days of each semester are scheduled for final examinations in regular and session II undergraduate courses. Final exams will be preceded by a reading day. Each faculty member is required to meet each class during the two-hour period designated for the examination, whether or not a test is given. Final examinations for session I courses, graduate courses, and summer courses are given at the last regular class meeting.

- **Grade Changes.** The final grade for a student is taken to represent the best professional judgment of the teacher, determined only after careful deliberation. Therefore, the appropriate academic dean generally does not authorize revision of a grade once it is submitted to the registrar. The policy is intended to protect both the academic freedom of the teacher and the learning process in general, which would suffer if grades were to be changed frequently. An exception is made for a clear case of clerical error, supported in writing to the appropriate academic dean by the teacher's explanation of how the error occurred. Such errors should be rare. Extreme cases involving other reasons will be reviewed, but a change of grade will be authorized by the appropriate academic dean only under unusual and compelling circumstances.

- **Grade Appeals.** College faculty members enjoy academic freedom to craft courses and grade work in a manner consistent with their expertise and College policies. A faculty member’s professional judgment is presumed to be accurate. Except for clerical errors or miscalculation, grades will be changed only in extremely rare instances. A student who believes that the final grade received in a course does not reflect the quality of the work performed has the right to meet with the instructor of the course and be given a review of the manner in which the grade was determined. Either the student or the instructor or both may bring a peer or a third party to this meeting. If the student is not satisfied with the outcome of the meeting, the student may appeal the instructor's decision to the department chairperson who supervises the instructor concerned. The chairperson will consult with the instructor and determine whether a grade change is appropriate or a basis for appeal. Bases for appeal are:
  - deviation from the course syllabus in a way that disadvantages the student, and
  - evidence of capricious assessment or implementation of class policy.

The department chairperson may recommend a grade change to the academic dean. A student who disagrees with the chairperson that one of the two criteria have been met may subsequently appeal to the dean. Appeal of a grade issued in a course taught by a department chairperson will be made directly to the dean. Appeal of a grade issued in a course taught by a dean will be made to provost and vice president for academic affairs or his/her designee. Grade appeals must be made within a ninety (90) day period following the last day of the term in which the grade was received and include the following items:
  - A brief explanation of the circumstances, rooted in one of the two criteria for appeal noted above,
  - A copy of the course syllabus, and
  - Copies of relevant materials such as graded work or email correspondence with the institution.
○ **Academic Honesty.** Students are expected to maintain the highest standards of integrity with respect to their academic pursuits. Academic dishonesty typically falls into one of two categories: cheating and plagiarism.

- **Cheating:** All work submitted for evaluation must be the student’s own. Attempts to obtain credit for work other than one’s own constitutes cheating, as does aiding another student in such an attempt. Cheating includes, but is not limited to:
  A. Copying another student’s work and submitting it for evaluation
  B. Submitting the same or similar work for more than one course without notifying the instructors
  C. Communicating with anyone in any form during an in-class examination
  D. Having notes, books, or electronic devices present during an in-class examination unless explicitly permitted by the instructor
  E. Submitting online assignments that are not one’s own work
  F. Falsification of academic paperwork

- **Plagiarism.** The following policy was enacted by the College Senate on May 11, 1977: Plagiarism means offering of someone else’s words, ideas, or conceptions as if they were one’s own. Students are indeed encouraged to draw upon the information and wisdom of others, but in the spirit of scholarship they are always expected to state such indebtedness so that a) their own creativity can be justly appreciated and b) their use of sources, like a scientist’s experiment, can be verified by others. Plagiarism differs from this productive use of sources in that the similarity of the original and the borrowings are very close; it is acknowledged inexacty or not at all; and it shows little or no creative application by the borrower. Plagiarism is a prime intellectual offense in that the borrower is faking the learning process. No learning community can thrive if its members counterfeit their achievements, deceive their teachers, and take unfair advantage of their fellow students. Since the integrity of the whole academic community is thus at stake, the penalties are high.

To establish the occurrence of plagiarism it is not necessary to prove intent. All students are responsible for knowing or learning what academic honesty is. At North Central College, plagiarism will be deemed to have occurred when one or more of the following external evidences is present:

- **A.** The writing of a student includes word-for-word passages taken without explicit and accurate acknowledgment from a source written by another, provided that the cumulative borrowing includes at least ten words. "Explicit and accurate acknowledgment" means the use of quotation marks and a verifiable citation of source, either in parentheses or by footnote, at the point of indebtedness. (The mere listing of the source in the bibliography is not sufficient acknowledgment by itself.)

- **B.** The writing of a student closely resembles another source in thought, order, or diction (including synonyms) for a cumulative resemblance of three or more sentences, without explicit and accurate acknowledgment as defined in 1) above.

- **C.** Two or more papers or exams, submitted at the same time, contain resemblances in factual or stylistic detail which are decidedly outside
normal probabilities of coincidence. The likelihood of plagiarism will be deemed even higher a) if the students were known to be in close physical proximity at the time of writing, and b) if the factual details involve unusual error. In the event of such resemblances, all parties involved will be judged responsible.

D. A paper or exam contains terminology or information which the student, on questioning, cannot explain.
E. A paper or exam contains unusually detailed data for which the student does not produce a verifiable source.
F. These same principles hold for the inclusion of borrowed diagrams, mathematical statements, tables, and pictures.

- Citations: In citing any sources, the student implicitly guarantees the accuracy and fullness of acknowledgment.
  1. The instructor may properly request the student to bring in those sources so that such guarantee may be confirmed. Such a request, made routinely in many schools, carries no implied criticism.
  2. ii. If students are unsure about whether their writing has sufficiently acknowledged outside sources, students should consult with either their course instructor or the Writing Center before submitting the final copy.

- Sanctions: Determination of an infraction of the Academic Honesty policy is solely at the discretion of the instructor. Any instructor who has assembled evidence of academic dishonesty will first offer the student a chance to provide an alternate explanation of the evidence or to admit fault. If the inference of academic dishonesty remains, the instructor will consult with the academic dean and inform the student of the sanction. The sanction will be related to the student’s previous record of academic honesty. Typically, a first offense will result in a zero for the assignment, a second offense will result in failure of the course, and a third attempt can result in dismissal from the institution. Any sanction beyond reprimanding the student will be reported to the academic dean for notation in the student’s file. Notation of the incident will not appear on a student’s academic transcript, but will be included in a student’s permanent file.

FACULTY DEVELOPMENT

Sabbatical and Professional Semester

North Central College’s Sabbatical and Professional Semester Program recognizes the transformative potential in periodic opportunities to take a break from habitual routines. It supports the faculty member’s pursuit of thoughtfully chosen and uniquely individual professional pathways—whether that be time to decompress and rejuvenate, to engage in deep reflection, to carve out creative space, to seek enrichment, to cultivate the habits and the life of the mind, to embark on new endeavors, to immerse in a project and bring it to fruition, or whatever else may be needed for continued growth. This institutional investment will also expand our capacity to recruit and retain excellent teacher-scholars and ensure their vitality.
Tenured faculty members and full-time, full-time, non-tenure track faculty members with at least six years of service are eligible to apply for a competitive sabbatical or to bank courses for a professional semester for the seventh year of every seven-year cycle. The sabbatical leave helps carve out space for time-intensive scholarly/creative work (i.e., seeking a highly-competitive external grant, participating in an artist residency, etc.) that is beyond the normal level expected of faculty members at their rank. The project must demonstrate great promise for a successful conclusion, such as a primary artifact according to the faculty member’s departmental Policy Statement on Professional Development and Scholarship/Creative Work.

**Faculty Grants**

In 1987 the College established a $250,000 endowed fund to support grants for research and instructional development by North Central College faculty members. Additional funds for grants are available through the Bramsen Faculty Development account. All full-time and half-time faculty members may apply for this grant money.

Faculty development funds are available to support a variety of faculty scholarship and creative work during the summer, as well as professional semesters and sabbaticals. In awarding grants each year, the Faculty Development & Recognition Committee embraces Boyer’s broad vision of faculty work, which includes the scholarship of discovery, application, integration, and teaching and learning. All forms of scholarly or creative work are equally valued.

The Center for the Advancement of Faculty Excellence supports a limited number of Faculty-Inspired Summer Seminars that advance strategic imperatives. These gatherings are inspired by the cross-disciplinary interests and collaborative spirit of our faculty and provide opportunities to engage in informal conversation about readings that are of mutual interest to a diverse group of teacher-scholars. Participants will be awarded a $150 stipend at the end of the summer.

**Faculty Professional Travel**

**A. Philosophy:** Funding for faculty travel is designed to support faculty professional activity:
- By advancing the scholarly and artistic professional work of the faculty.
- By promoting faculty development in the areas of pedagogy and development of new expertise.
- By encouraging networking within the higher education community regarding goals, policies, and practice.
- By facilitating the dissemination of faculty scholarship and creative work.

**B. Administration:** The faculty travel policy is administered in the applicant’s dean’s office to cover faculty travel for the academic year and for the summer, with the summer total applied to the academic year in which the conference date falls (before or after June 30). Summer reimbursement is contingent upon contracts continuing into the subsequent year. Requests from half-time faculty members will be considered on the basis of available funds and the merits of opportunities for professional activity.

To hold expenses to a minimum, travel will be planned with as much lead time as possible, but normally no later than three weeks prior to the professional meeting in question. All pre-travel expense requests must be made by March 1 of the academic year in which the travel will take place. Therefore, those anticipating professional travel later in the academic year need to plan accordingly. If sufficient travel funds are still available after the March 1 deadline, then pre-travel expense requests made after the
March 1 deadline will still be considered. Requests for funding must include an itemized budget. All reasonable cost cutting measures related to transportation, lodging, and meals will be expected.

At the discretion of the dean, there may be instances where expenses in excess of the category norms are funded based upon available resources, importance of involvement to the individual and to the institution, and other factors.

**C. Expense Reimbursement:** Professional travel expenses will be reimbursed according to the following guidelines: Reimbursement assumes the lowest possible airfare, or alternative transportation costs that don't exceed the lowest airfare. Currently, a meal allowance of $35 per day will be provided for up to five days. Receipts are not required to receive this meal per diem allowance. Reimbursement for the portion of the membership fee associated with a reduction in registration costs is permissible (e.g. if the member rate for registration is $100 and the non-member rate is $200, the difference of $100 can be requested and put toward the membership fee). Lodging will be for up to four nights. Local lodging is not reimbursable.

Packaging and shipping as a means of dissemination will also be reimbursed provided that the least expensive shipping method is used. In-person delivery of faculty scholarship and creative work should be reported as mileage.

Total professional travel reimbursement in a single fiscal year may not exceed $1300.

1. Scholarly/Artistic Presenters: Expenses for this category will receive the most substantial reimbursement among professional development activities. The limit for total reimbursement for a single meeting is normally $1000. International conference presentations will normally be funded at a maximum of $1300.

2. Panelists/Organizers: The limit for total reimbursement for a single meeting will normally be $700.

3. Attendees at Meetings: Expenses for attendance at meetings or for participation that does not meet the expectations of categories #1 and #2 (i.e., moderator) will normally be reimbursed at up to $500 for total activity within a given year.

**D. Supplementary Funds for Institutional Travel:** Limited Office of Academic Affairs funds will also be reserved for distribution in instances where conference attendance serves institutional goals and where total travel reimbursement for a given year has been or will be fully expended on an individual's primary professional activity. Funding may contribute to professional development opportunities in such areas as international, interdisciplinary, or general education, to representation of the College at meetings that address higher education issues of importance to the College, to College representation at meetings of organizations in which the College holds membership, or to attendance at conferences that provide opportunities for student presentation and performance.

**E. Missed Classes:** As most professional events occur during the academic year, travel often conflicts with teaching schedules. Missing classes due to professional travel should be minimized. Assignments should be made for missed sessions; planning may allow for colleague coverage, online instruction, testing, or other arrangements which minimize possible adverse effects on student learning. The appropriate dean and the relevant department chair should be informed of travel plans, and the chair should be made aware of class coverage arrangements. If classes offered by Graduate and Professional Studies in evening format will be missed, the appropriate office should also be notified.
Academic Leave Policy for Prestigious Awards and Activities

Definition and Purpose. North Central College believes in the demonstrated excellence of its diversely talented faculty and wants to support faculty members in their pursuit of academic opportunities of significant value to their professional development and the College. The College is aware that many such opportunities may necessitate, or make desirable a request for, academic leave. In such cases faculty members may request a period of academic leave to pursue truly exceptional opportunities for professional development.

The academic leave program is designed to support faculty members’ pursuit of highly competitive, nationally-recognized awards such as the Fulbright, Guggenheim, National Endowment for the Humanities, Mellon, Social Science Research Council, American Council of Learned Societies, and Cottrell fellowships, and others of analogous reputation. However, given the breadth of its faculty members’ scholarly and professional interests, the College may at times consider requests for other professional opportunities under the umbrella of the academic leave policy.

Support. It is in the interest of the College that its faculty members seek and accept competitive fellowship awards and other external opportunities; hence, every effort should be made administratively to permit faculty members so honored to accept competitive awards and opportunities when granted. The Office of Academic Affairs will work closely with faculty members to find ways for the institution to support truly exceptional opportunities. Terms and conditions of any academic leave will be stated by the provost and vice president for academic affairs in the “Academic Leave Agreement.” Final details will be determined on a case-by-case basis, but, as a general rule, faculty members should not be called upon to make major financial sacrifices in pursuit of the opportunity.

The College’s Director of Grants is available to assist faculty members in identifying competitive external opportunities, whether short-term or long-term, and in the preparation of subsequent applications.

Consultation. When opportunities arise that may merit a future request for academic leave, faculty members should first consult with their department chair and dean to discuss the timing of the leave in relationship to the faculty member’s overall professional development and to the curricular needs of the departments in which they teach to maintain the integrity of the academic programs.

Faculty members requesting academic leave should then submit to the Office of Academic Affairs a brief yet detailed written description of the likely outcomes of their activities while on academic leave and the direct and indirect benefits to the College as a result of that leave. The request should include an indication of support by the appropriate chair and dean. Applications to external sponsors may also be submitted as part of the faculty member’s rationale where appropriate.

Eligibility. The college encourages faculty members of all ranks to apply for academic leave. Tenured faculty members are strongly encouraged to coordinate their planning for a fellowship with their sabbatical or professional semester when possible.

Academic leave recipients are still subject to the Annual Faculty Performance Review process. The applicant is free to request, when appropriate, that their activities while on academic leave be counted toward tenure, promotion, and salary increases. The Office of Academic Affairs, in consultation with relevant chairs and deans, reserves the right to make the final determination.
**Limitations.** All requests for academic leave will be subject to the College’s fiscal situation in any given year, institutional needs, and the overall number of requests for academic leave.

The length of a continuous leave of absence is ordinarily limited to one academic year, though in some extraordinary circumstances applications for two successive academic leaves may be considered.

It is expected that faculty members granted academic leaves will resume their duties at the college upon their return for not less than the period of their leaves. The College expects faculty members who do not return to repay the College for the amount, if any, of leave support offered them by the College.

**WORKLOAD**

**Academic Policy and Comment.** The teaching load portion of faculty workload constitutes approximately two-thirds of the College’s total workload expectations. Academic mentoring of students, professional development activities including scholarship and creative work, and faculty citizenship constitute the remainder of total workload. The faculty evaluation process assesses performance in each of these four areas.

The College seeks equity of workload, though some variation is inevitable. For example, there will always be some variance in student/faculty ratio across departments. In some cases individual negotiation may be necessary for individual variation.

**Teaching Load - Formal Instruction**

**Normal Load.** The College norm for teaching load is 20 credit hours during an academic year or 140 credit hours over a seven-year period that may include a professional semester in the seventh year. Those who earn sabbaticals will teach 132 credit hours in the years preceding their sabbatical semester in the seventh year. For those on probationary contracts, the workload is scheduled so that the 140 credit hour rotation (or 132, in the cases where a sabbatical is awarded) will be achieved by the time tenure is granted and a professional semester or sabbatical set up. Ordinarily, the teaching load will not exceed 12 credit hours of regular classes per semester.

While there is no set limit on the number of credit hours a full-time faculty member may teach in an academic year, the College expects faculty members to work closely with their department chairs to ensure that teaching and professional effectiveness more broadly are not adversely affected by an overlarge teaching load.

**Course Overloads.** Overload courses are sometimes available for extra pay during an academic year. An overload course occurs when a faculty member teaches a course beyond those expected in an academic year under the normal load schedule rotation. Course overloads are arranged through the appropriate department chair and dean and must be approved by the provost and vice president for academic affairs. Course overloads are permitted in situations where there is a special need. Overload teaching often provides a valuable service to the College by assuring full-time instruction but should not be undertaken at the expense of one’s professional development or other faculty obligations. Normally, payment for overload credit will be made at the end of spring semester when the faculty member exceeds the expected annual teaching load for that academic year; this expected load would have been determined during the College scheduling process for that academic year. However, once the scheduling
process has been completed, if a faculty member is asked by a department chair, program chair, or dean of a college/school to teach an overload course in fall semester, then payment will be made at the time the overload course is taught. For example, if a faculty member who plans to teach 20 credit hours in a year is asked to teach an extra course in fall semester when no part-time instructor is available, payment for this overload should be distributed during the fall semester pay periods. The option of teaching during summer sessions is also available in many departments. A few courses are available during May Term. Some faculty members also teach non-credit courses in community development.

**Team-Taught Courses.** An approved team-taught course receives 1.5 times the normal credit hours of the course and is normally split evenly among instructors (e.g. a four credit hour course will receive six credit hours with three credit hours for each of two instructors). Both instructors, from different disciplines, are expected to participate in all facets of course design and delivery and to attend all class sessions. A team-taught course should have an expected enrollment of at least 20 students, with lower enrollments acceptable during the first or second time such a course is offered. See Special Procedures for details on guidelines and approval process. Faculty members may seek approval from their department chair(s) to share responsibility for course instruction when such an approach seems advantageous to student learning. In this case, the instructors will equitably distribute the normal credit hours assigned to the course.

**Laboratories, etc.** In courses with a laboratory, the faculty load for laboratories is as follows:
- 1-hour lab receives 1 credit hour of faculty load
- 2-hour lab receives 1.75 credit hours of faculty load
- 3-hour lab receives 2.75 credit hours of faculty load
- 4-hour lab receives 3.67 credit hours of faculty load

**Field Experience Supervision.** Supervision of eight student teachers and/or 16 field experience students per semester is considered equivalent to four credit hours. Thus, faculty workload will be .5 credit hours of load for each student teacher supervised and .25 credit hours of load for each field experience supervision. The State has accepted this formula in our accreditation.

**New Preparations.** There is normally no reduction in load for new preparations or for different preparations (see next item).

**Large or Small Classes.** There is normally no reduction in load for a large class, nor any increase in load for a small class of at least six students. It is expected that under most circumstances these will average out. Course limits will be reviewed with the deans and the Office of Academic Affairs.

**Low Enrollment Courses.** Any course which enrolls fewer than six students may be canceled unless compelling reasons exist for its offering. When a low enrollment course section is canceled, a department chair may convert it to directed studies with the consent of the instructor. Faculty members will receive the directed study stipend and the converted directed studies will count toward the annual limit of the workload equivalent of 3 credit hours of one-on-one supervision. In an extraordinary situation, if requested, the provost and vice president for academic affairs may approve partial in-load workload credit equivalent to 1/12 of total student credit hours.
**Special Circumstances.** Through negotiation with the dean and the provost and vice president for academic affairs, a faculty member may arrange to reduce the normal teaching load under special circumstances.

**Load Increase.** Through negotiation with the dean and the provost and vice president for academic affairs, a faculty member may arrange to increase the normal teaching load in special circumstances. These circumstances might include sudden faculty changes or an exceptionally small total enrollment in a normal teaching load.

**Teaching Load - Informal Instruction**

**One-on-One Instruction**

**Independent Study (IND).** Independent studies shall normally be made available only to qualified juniors and seniors who make prior arrangements with the supervising faculty member, with the approval of the department chair. Faculty workload credit for supervision of independent study, including Richters, is calculated at 1/12 of total student credit hours.

**Undergraduate Honors Thesis Supervision (HON).** Faculty workload credit for supervision of undergraduate honors thesis (HON) is calculated at 1/9 of total student credit hours.

**Graduate Thesis Supervision/Project Seminars (GRD).** For graduate thesis supervision, faculty workload credit is calculated at 1/4 of total student credit hours. For graduate project seminars, faculty workload is .75 credit hours per student up to a maximum of 4 credit hours.

**Internships (INT).** An internship is a form of experiential learning involving an off-campus field experience. Internships shall normally be made available to qualified juniors and seniors who make prior arrangements with the supervising faculty member. Compensation is in the form of a stipend and calculated at 1/12 of the total student credit hours.

**Directed Study (DIR).** Supervision of directed study (delivery of an existing course on a tutorial basis) is limited to rare cases for juniors and seniors. Compensation is in the form of a stipend and calculated at 1/12 of the total student credit hours.

**Compensation for One-on-One Instruction.** Supervision of one-on-one instruction is provided by full-time faculty members. A faculty member may supervise the workload equivalent of three credit hours of independent or directed study, internship, or honors or graduate thesis over the course of an academic year. A faculty member will not be compensated in excess of three credit hours of one-on-one instruction in any given year. Stipends for supervising internships and teaching directed studies and overload payments for teaching independent studies and advising honors and graduate theses will be made during spring semester when the faculty member's annual teaching load for that academic year is verified.

Occasionally, a half-time faculty member may supervise one-on-one activities with department chair approval when other alternatives are not available. Half-time faculty compensation will be in the form of a stipend for each one-on-one project regardless of the semester in which the project is completed unless otherwise specified in a faculty member's contract. Half-time faculty may supervise the workload equivalent of 3 credit hours of one-on-one instruction.
Part-time faculty members should not supervise one-on-one instruction. Exceptions may be approved by the Office of Academic Affairs in rare instances.

**SIROL**
Supervision of a student in residence on leave, SIROL, is a mentoring function and will not have any effect on teaching loads.

**Cardinal Conversations Courses**
The primary goal of the Cardinal Conversation courses is to increase informal, life-enhancing interactions between students and professors. For credited Cardinal Conversation courses the faculty member receives compensation or workload credit and limited expenses. A maximum of limit of four credit hours can be counted in load over a seven-year period. For non-credit Cardinal Conversation courses, the faculty member is not compensated directly but may receive funding for expenses.

**Other Workload Activities**
**Mentoring.** Every faculty member is expected to devote significant time to mentoring students. The nature of mentoring responsibilities will vary, however, in relation to the differing opportunities for mentoring available to faculty members. As the College transitions to a professional advising model, a faculty advisor will continue to advise their current advisee through graduation.

**Office Hours.** Faculty members are expected to spend a significant number of hours each week in their offices. Of these, at least five are to be set aside for scheduled office hours for student consultation and should not be scheduled during community time on Tuesdays and Thursdays, between 11:40 am to 1:30 p.m.

**Committees.** It is expected that each faculty member will participate on elected and assigned committees as part of the normal workload.

**Department Chairs.** Each department chair will have a reduction in teaching load. In cases where the department administration is complex, such as in offering a large program with a number of part-time instructors to supervise, the teaching load may be reduced further through negotiation with the provost and vice president for academic affairs.

**Artistic or Athletic Performance.** Through negotiation with the dean, the provost and vice president for academic affairs, and/or other affected persons, a faculty member may arrange to reduce the teaching load to compensate for direction of artistic performance (music, art or theatre).

**May Term.** Faculty obligations before May 15 may include faculty development activities, including individual projects as well as activities organized by the College. Courses taught during this period are compensated as overloads or are negotiated as part of regular workload. In addition, some departmental, college/school, and general faculty tasks such as preparation of the curriculum and the website require faculty participation.

**Admission, Alumni.** It is assumed that faculty members will participate as necessary and as requested in open houses, parents' meetings, and other similar activities organized by the Admission Office or Alumni Office.
Faculty Citizenship. All faculty members are expected to be active contributors to a vibrant campus community. This includes being available to students and colleagues outside of mandatory teaching and meeting times.

Work on Advanced Degrees. Faculty members completing advanced degrees will not have a reduced workload.

Meeting Attendance. Attendance at regular meetings of the full faculty, the department, the college/school, and committees on which a faculty member serves is part of contractual obligation. Attendance at other committee meetings and hearings is optional.

Outside Employment, Consulting
It is the College policy that employment for remuneration outside the College needs to be cleared with the provost and vice president for academic affairs in advance. In general, what a person does on their own time should not be of College concern as long as that outside activity does not interfere with duties at the College. Notification of the intended outside employment gives the provost and vice president for academic affairs an opportunity to assess the effect of the time and effort spent on the outside activity; occasionally, circumstances indicate that the outside activity is too heavy.

Conflict of Interest Policy
Faculty research done for pecuniary return should be based upon an understanding with the authorities of the institution. [AAUP Academic Freedom statement]

LEAVES

Leaves with Pay

Absence. If an instructor must be absent from class, notice shall be given, in advance if at all possible, to the department chair. If the absence extends over several days, notice shall also be given to the dean of the college/school. For brief absences, a colleague will usually substitute in class or online activities may be prepared; for longer absences for which compensation is required, the instructor and department chair must make arrangements with the dean of the college/school. The instructor is responsible for providing information and assignments for the class to any substitute.

Leaves of Absence (without pay)

Full- and half-time faculty members may apply to the provost and vice president for academic affairs for a leave of absence of up to one year to pursue a professional project or for compelling personal reasons. Normally, such an application should be made no later than February 15 of the academic year prior to the proposed leave. In deciding to grant a leave, the provost and vice president for academic affairs will consult with the president, the Council of Deans, and the Promotion and Tenure Committee. Availability of satisfactory leave replacement faculty will be a factor in the decision to grant a leave of absence.

A faculty member granted a leave will receive no salary, but the College will continue that individual's eligibility for health, term life, and long-term disability insurance during the period of the leave. The College will pay the premiums for life and disability insurance. The faculty member will pay the entire cost of health insurance. No contributions will be made to the faculty member's TIAA/CREF retirement account. Time normally credited toward tenure or promotion eligibility will not be credited for the leave period.
Faculty members granted a leave agree to return to North Central for the academic year following the leave and to prepare a report, if appropriate, on their leave activities upon their return.

**Medical/Disability Leaves of Absence**
The College policy on medical/disability leave of absence can be found in the College Personnel Policy Guide, section III.8.

Under this policy, if a faculty member is approved for a leave of absence and is relieved of his/her teaching responsibilities for an entire semester (Fall or Spring), the faculty member will be credited with 6 hours of teaching toward the College’s yearly workload expectation of 20 credit hours. This applies whether the medical situation begins during the academic year or summer. If, due to the leave of absence, the faculty member will teach fewer than 20 credit hours in the academic year, then the faculty member may do any combination of the following to reach 20 hours: 1.) apply load accumulated in previous years, or 2.) teach an overload in the following academic year.

If the semester of absence coincides with a faculty member’s sabbatical/professional semester, the sabbatical/professional semester will be postponed to the following year and the delay will be treated as being “at the College’s request.”

See section II.G. of this handbook for conditions under which faculty may seek an extension to the tenure clock.

**COMPENSATION AND EMPLOYEE BENEFITS POLICIES**

**Compensation**

**Full-time Faculty**
Full-time faculty members receive compensation in the form of an annual academic year salary (August 1-May 15) and commensurate fringe benefits, and may receive additional compensation for overload teaching or other specific assignments.

**Pro-rata Faculty (Half-time)**
Half-time faculty members receive compensation in the form of a prorated annual academic year salary (August 1-May 15) and commensurate fringe benefits, and may receive additional compensation for overload teaching or other specific assignments.

**Part-time Faculty**
Part-time faculty members receive compensation in the form of a one-semester contract for the semester in which they teach.

**Employee Benefits**
For further information, refer to the Personnel Policy Guide or contact the Office of Human Resources.

**GRIEVANCE**
Article X of the Governance, Appendix 2, provides an alternative procedure to normal administrative channels for faculty members who wish to pursue a grievance against a colleague, college officer, committee, or other employee involving a College work situation or a complaint that there has been a
deviation from, misinterpretation of, or misapplication of a College policy or procedure. See Article X in the Governance, Appendix 2, for full description.

**WILD CARD COURSE PROCEDURE**
Overview: A wild card course is an elective course authorized by the provost and vice president for academic affairs to be offered once or twice in the schedule under special circumstances. If a wild card course is subsequently proposed for permanent inclusion in the curriculum, it must follow the usual faculty legislative procedure for a new course proposal.

The Wild Card Course designation is restricted to those instances in which a department or program is uniquely situated to offer a course that will benefit from the experience of a recent hire, take advantage of a unique and unexpected opportunity, or offer an experimental platform for an initiative that is not yet ready for consideration as a permanent part of the curriculum. Approval is contingent upon short-term institutional context and the factors described in the Guidelines. The provost and vice president for academic affairs will assess the feasibility and desirability of using the wild card course framework to support the rare course requests that meet these expectations.

Submission Process and Timeline: The department chair/program coordinator proposing a wild card course should submit the proposal and Wild Card Course Proposal Form to the Office of Academic Affairs after appropriate consultation with the relevant dean, the dean of graduate and professional studies, or the associate provost. Normally, a wild card course proposal affecting the upcoming year's schedule should be submitted no later than the fifth week of spring semester of the prior year to allow for proposal review, timeslot selection, staffing, and promotion in advance of the registration window. Proposals submitted after this deadline will be considered only if rare, compelling, and unexpected circumstances arise.

**TEAM TEACHING: APPROVAL PROCESS AND GUIDELINES**

**Overview:**
Team teaching, in its most basic form, involves single courses taught by two faculty members. In practice, team teaching has been employed as a pedagogical strategy for heightening an awareness of multiple perspectives or different forms of expertise in a variety of settings and through a diversity of formats. At North Central College, interests in pedagogical innovation and in integrative and interdisciplinary study have prompted experiments with various degrees of partnering and team involvement. Faculty development at North Central routinely supports faculty learning communities and collaborative scholarship. However, individual decisions to team teach affect a wide range of policy and resource issues. The following policy statement offers guidelines, criteria, and a process for team-teaching requests that affect the total workload credit routinely applied to a single course taught by one instructor.

**Guidelines:**
Team Teaching, for the purposes of applying North Central College workload policy, is defined as a situation in which two instructors jointly teach a class, but together receive credit beyond the credit hours normally assigned to a single instructor teaching the same course with the same student enrollment. In order for a course to be designated as team-taught, the instructors must receive formal approval from the provost and vice president for academic affairs. Approved team-taught courses will receive 1.5 times the normal credit hours of the course (e.g., an approved team-taught four credit hour course will receive six credit hours of instructor credit). The total credit credits hours will normally be
Instructors seeking team-taught status for a one-time offering of a course or for continuing delivery of the course as team-taught must first consult with their department chair(s), as well as their dean(s) if they are from the same college/school, or, if the instructors are from different college/schools, with each of the deans. After consulting with the appropriate department chair(s) and dean(s), the instructors will write a formal request directed to the provost and vice president for academic affairs explaining the rationale for designating the course as team-taught and forward it to their dean(s). The dean(s) will then send the request, along with a recommendation for or against approval, to the provost and vice president for academic affairs for final consideration. In general, faculty considering requesting that a course be designated as team-taught should keep the following criteria in mind before proceeding. Formal requests will be expected to address these criteria in a convincing fashion:

1. The nature and topic of the course must be such that a compelling argument can be made that the expertise of more than one faculty member is imperative and a significant enhancement to the learning environment.
2. Except in very rare cases, the two instructors should be from different disciplines and bring different and unique perspectives that are critical for properly covering the course’s material.
3. Both instructors are expected to attend all class sessions and to participate in all facets of the course design and delivery.
4. A team-taught course should have an expected enrollment of at least 20 students, with lower enrollments acceptable during the first or second time such a course is offered.

Instructors seeking team-taught status for a single offering of a course or for continuing delivery of a course should seek approval no later than fall semester of the year prior to the academic year in which the course is to be offered.

These guidelines are specific to the most common type of collaborative teaching at North Central College. Requests pertaining to other types of collaborative teaching will be handled on a case-by-case basis. The College may periodically review its approach to team-teaching as part of its assessment of the academic program and its exploration of pedagogical innovation.

**APPENDIX 1**

**CHARTER PROVISIONS AND BYLAWS**

of

NORTH CENTRAL COLLEGE

Naperville, Illinois

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CHARTER PROVISIONS AND BYLAWS
of
NORTH CENTRAL COLLEGE
Naperville, Illinois

CHARTER PROVISIONS

North Central College was incorporated under the name "North Western College" by a special law of the State of Illinois approved and in force February 15, 1865, entitled "An Act to Incorporate North Western College." It became re-incorporated on June 13, 1876, under the General Law of Illinois with the name "Trustees of North Western College." The name of the corporation was changed to "North Central College" on May 19, 1926. (Charter adopted May 19, 1926; notarized June 2, 1926; recorded June 11, 1926.)

Article I
Name and Character

The legal name of this corporation is "North Central College," a corporation not for pecuniary profit incorporated under the laws of the State of Illinois.

Article II
Business and Objects

Educational, including, without limitation, owning, controlling and managing the property and affairs of North Central College.

Article III
No Members; Board of Trustees

Section 1.  No Members.  The corporation shall have no members.
Section 2. **Board of Trustees.** The composition of the Board of Trustees shall be specified in the Bylaws.

**Article IV**
**Distribution of Assets upon Dissolution**

Upon the dissolution of the corporation, assets shall be distributed to the United Methodist Church, unless the Board of Trustees designates that the assets be distributed to another organization designated as a not for profit within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Any assets of the corporation which are not so disposed shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located.

**BYLAWS**
**of**
**NORTH CENTRAL COLLEGE**
Naperville, Illinois

**Article I**
**NAME AND LOCATION**

The legal name of the College is "North Central College," an Illinois not for profit corporation (the "College"), located at Naperville, Illinois.

**Article II**
**TRUSTEES**

The College shall be governed by a Board of Trustees (the "Board").

Section 1. **Number; Composition.** The Board shall be composed of no more than forty (40) voting members (the "Voting Trustees"), including the following:

A. The President of the College;
B. The Resident Bishops of the Northern Illinois Conference and the Wisconsin Conference of The United Methodist Church;
C. The presiding president of the Alumni Association of the College;
D. The presiding chair of the Board of Trustee Associates of the College; and
E. Up to thirty-five (35) at-large trustees elected by the Board.

Section 2. **Election.** At-large trustees shall be elected at the spring meeting by a majority vote of Voting Trustees present at any Board meeting for which a quorum is present.

Section 3. **Terms.** Subject to Section 4, below, at-large trustees shall serve for three-year terms, and may succeed themselves in office. At-large trustee terms shall be staggered so that approximately one-third of the number of at-large trustees will end their terms in any given year. At-large trustees shall take office immediately upon their election.
Section 4. **Vacancies.** A vacancy on the Board may be filled by affirmative vote of a majority of Voting Trustees present at any Board meeting for which a quorum is present. The elected trustee shall take office immediately and serve for the unexpired term of the former trustee in whose place the trustee was elected.

Section 5. **Life Trustees.** The Board, by affirmative vote of a majority of the Voting Trustees present at any Board meeting for which a quorum is present, may select as a Life Trustee any present or former trustee who has served a minimum of three (3) full terms (each, a "Life Trustee"). Life Trustee status is a recognition of long and loyal service to the College. It is normally considered at completion of the term in which individuals reach their seventieth birthday. A Life Trustee shall be entitled to attend all meetings of the Board and to offer advice and counsel, but shall not have the right to vote or to hold office. He or she shall not be counted in determining the presence of a quorum at any meeting. A Life Trustee shall serve for an indefinite term, subject, however, to the will of the Board.

Section 6. **Honorary Trustees.** The Board, by affirmative vote of a majority of the Voting Trustees present at any Board meeting for which a quorum is present, may select certain outstanding persons to serve as Honorary Trustees (each, an "Honorary Trustee"). An Honorary Trustee shall be entitled to attend all meetings of the Board and to offer advice and counsel, but shall not have the right to vote or to hold office. He or she shall not be counted in determining the presence of a quorum at any meeting. An Honorary Trustee shall serve for an indefinite term, subject, however, to the will of the Board.

Section 7. **Resignation.** A trustee may resign at any time by submitting a written notice to the Chair or the Secretary. Such resignation shall take effect at the time specified in the notice or, if no time is specified, thirty (30) days after the date of the notice’s receipt.

Section 8. **Removal.** Any trustee (including Life Trustees and Honorary Trustees) may be removed from the Board, with or without cause, by affirmative vote of two-thirds of all the Voting Trustees, at any regular or special meeting of the Board called expressly for the purpose of considering such removal.

**Article III**

**BOARD MEETINGS**

Section 1. **Regular Meetings.** There shall be three (3) regular meetings of the Board annually, which shall be held in the winter, spring and fall on such date and place as may be designated either by (A) the Board, or (B) any two of (i) the Chair, (ii) the President or (iii) the Secretary. The annual meeting of the Board shall be the fall meeting of each year. Any regular meeting of the Board may be (x) omitted or rescheduled by affirmative vote of a majority of Voting Trustees present at any Board meeting for which a quorum is present or (y) rescheduled by any two of (1) the Chair, (2) the President or (3) the Secretary. At such regular meetings, any business relating to the authority of the Board may be discussed and transacted.

Section 2. **Special Meetings.** Special meetings, the notice for which states the purpose of such special meeting, may be held (A) at the call of any two of (i) the Chair, (ii) the President and (iii) the Secretary or (B) upon the written request of six (6) Voting Trustees. Any trustee may participate in a special meeting of the Board by means of a conference telephone or similar communications mechanism that allows all persons participating in the special meeting to hear each other
simultaneously. Participation by such mechanism shall be equivalent to presence in person at the special meeting.

Section 3. Notice of Meetings. Written notice of all meetings of the Board shall be sent by the Secretary or the Chair to each trustee, such notification to be delivered (by U.S. mail, electronic communication or delivery service) at least ten (10) days before the date of the meeting. In the case of a special meeting, the notice shall state the purpose of the meeting, and no business shall be transacted at such meeting that does not relate to the purpose stated.

Section 4. Waiver of Notice. Whenever notice is required to be given under the provisions of statutes, or of the Charter, or of these Bylaws, a waiver in writing signed by the persons entitled to said notice, whether signed before or after the event for which notice was required, shall be deemed equivalent thereto. Attendance at any meeting by a trustee shall be conclusively deemed a waiver of notice of that meeting unless objection is made at the outset of such meeting to the failure to give proper notice.

Section 5. Quorum; Acts of the Board. Except as otherwise provided in these Bylaws, the Charter or by applicable law, a majority of the Voting Trustees then in office shall be necessary and sufficient to constitute a quorum for the transaction of business. The act of a majority of the Voting Trustees present at any Board meeting for which a quorum is present shall be the act of the Board. Voting by proxy is not permitted.

Section 6. Executive Sessions. Subject to the requirements of the Act (as defined in the Charter) and other applicable law, the Board may hold any regular or special meeting, or any part thereof, in executive session with participation limited to Voting Trustees. Other individuals may be invited to attend all or portions of an executive session by the Chair.

Section 7. Unanimous Written Consent. Any action required or permitted to be taken by the Board may be taken without a meeting if a unanimous written consent setting forth the actions taken is signed in counterpart by all Voting Trustees and such written consent is filed with the Board minutes.

Article IV
BOARD OFFICERS AND THEIR DUTIES

Section 1. Board Officers.

A. Type; Election. The officers of the Board shall be a Chair (the "Chair"), four (4) Vice-Chairs (each, a "Vice-Chair") and a Secretary (the "Secretary"). The Board may establish additional officers of the Board as it deems necessary. All such officers shall serve at the pleasure of the Board and be elected from among the Voting Trustees at each spring meeting for a term of one (1) year or until their successors are elected. The officers shall assume the duties of their office upon election and shall hold office until the next election or until a new appointment is made by the Board. Officers of the Board may succeed themselves in office.

B. Vacancy. A vacancy in any of the above-designated offices may be filled by election at any regular meeting or at a special meeting of the Board, and such election
shall be for the unexpired term of the officer whose place has become vacant. Officers elected under this section shall take office immediately upon election.

C. **Removal.** Any officer of the Board may be removed, with or without cause, by affirmative vote of two-thirds of all the Voting Trustees, at any regular or special meeting of the Board called expressly for the purpose of considering such removal.

Section 2. **Officer Duties.**

A. **Chair.** The Chair shall preside at the meetings of the Board; shall perform the usual duties of a presiding officer; shall, in consultation with the President, appoint members of all committees and chairs of committees not otherwise appointed or elected; shall give leadership in the operation of the Board; shall sign the diplomas conferred by the Board; shall be an ex officio member of all Board committees; and shall perform such other duties as shall be specified by the Bylaws or by the Board.

B. **Vice-Chairs.** The Vice-Chairs shall include: (i) a Vice-Chair for Academic Affairs; (ii) a Vice-Chair for Enrollment and Student Affairs; (iii) a Vice-Chair for Business Affairs; and (iv) a Vice-Chair for Institutional Advancement. Each shall be chair of the corresponding Board committee.

C. **Absence of the Chair.** The Chair may designate any Voting Trustee to perform the duties of the Chair whenever the latter is absent or incapacitated. In the absence of such designation, the powers and duties of the Chair shall devolve upon the senior Vice-Chair. In the event the senior Vice-Chair is absent or unable to serve, or elects not to serve, the next senior Vice-Chair shall be eligible to serve, and so on. Seniority shall be determined by the length of service in the office of Vice-Chair. In the case of contemporaneously elected Vice-Chairs, seniority shall be determined by length of service as a trustee. The Chair may also delegate to a Vice-Chair any of the Chair duties that may be appropriately carried out by that Vice-Chair.

D. **Secretary.** The Secretary shall be responsible for the keeping of accurate minutes of the proceedings of the Board and for their permanent preservation; shall see that the proper written notice is given to all Board members of all Board and/or Executive Committee meetings and shall attest such deeds and contracts as the Board orders to be executed under the corporate seal of the College. The VP for Finance shall serve as Assistant Secretary of the Board (the “Assistant Secretary”) and shall act in the Secretary's stead as appropriate and as deemed necessary by the Chair, the Secretary and/or the President.

E. **Minutes.** The Secretary or the Assistant Secretary shall deliver (by U.S. mail, electronic communication or delivery service) to each trustee a copy of the minutes of each meeting of the Board and of the Executive Committee within forty-five (45) days after each meeting; and shall perform such other duties as shall be prescribed by the Board.

**Article V**

**COMMITTEES OF THE BOARD AND THEIR DUTIES**
Section 1. General Provisions.

A. Types. The Board shall establish such standing, *ad hoc* and special committees as it deems appropriate to discharge its responsibilities. Standing committees may include, but not be limited to, those set forth in this Article V.

B. Remote Attendance. Except with respect to committee meetings held concurrently with regular meetings of the Board, any trustee may participate in a Board committee meeting by means of a conference telephone or similar communications mechanism that allows all persons participating in such committee meeting to hear each other simultaneously. Participation by such mechanism shall be equivalent to presence in person at the committee meeting.

Section 2. Executive Committee.

A. Membership. There shall be an Executive Committee of up to thirteen (13) members, composed of the Chair, the Vice-Chairs, the Chair of the Audit Committee, the Secretary, the President and up to five (5) at-large Voting Trustees. At-large members and such *ex officio* members as may be deemed necessary in his or her discretion shall be appointed by the Chair, in consultation with the officers of the Board and the President.

B. Quorum. Seven (7) members shall be necessary and sufficient to constitute a quorum. The act of a majority of the members present at any Executive Committee meeting for which a quorum is present shall be the act of the Executive Committee.

C. Duties. The Executive Committee shall transact such business as may be referred to it by the Board, and any other business which the interests of the College may require during the intervals between regularly scheduled Board meetings, except for selection and removal of the President, which shall be reserved for the Board. It shall hold such meetings as it may deem desirable, and shall keep an accurate record of its proceedings and receive approval of these minutes at the next regularly scheduled meeting of the Board. The Secretary shall deliver (by U.S. mail, electronic communication or delivery service) the record of the proceedings of each meeting within forty-five (45) days to all Board members and to such other persons as the Executive Committee may designate. The Executive Committee shall annually determine the salary and benefits to be provided to the President for the following fiscal year and the bonus to be provided to the President for the prior fiscal year.

Section 3. Academic Affairs Committee.

A. Membership. The Academic Affairs Committee shall consist of those trustees appointed annually by the Chair, after consultation with the officers of the Board and the President.

B. Duties. The Academic Affairs Committee shall be responsible to the Board for recommending educational policy designed to achieve the objectives of the College and
shall review the College operation so as to evaluate the compliance with policy and the achievement of objectives. It shall review, study and make recommendations to the Board with respect to academic affairs of the College such as, but not limited to: academic planning, curriculum, tenure and academic freedom, Faculty (as defined in Article VII) appointments, Faculty salaries, benefits and welfare and the library. It shall advise the President and recommend to the Board both immediate action and long-range programs and plans.

Section 4. Enrollment and Student Affairs Committee.

A. **Membership.** The Enrollment and Student Affairs Committee shall consist of those trustees appointed annually by the Chair, after consultation with the officers of the Board and the President.

B. **Duties.** The Enrollment and Student Affairs Committee shall be responsible to the Board for recommending admission and student affairs policy designed to achieve the objectives of the College, and shall review the College operation so as to evaluate compliance with policy and the achievement of objectives. It shall review, study and make recommendations to the Board with respect to student affairs of the College such as, but not limited to: student recruitment, retention, residence life, financial aid, campus organizations, student activities, athletics, campus religious emphasis and atmosphere, and general student development.

Section 5. Business Affairs Committee.

A. **Membership.** The Business Affairs Committee shall consist of those trustees appointed annually by the Chair, after consultation with the officers of the Board and the President.

B. **Duties.** The Business Affairs Committee shall be responsible to the Board for recommending business policy for the effective and efficient operation of the College, and shall review the College operation so as to evaluate the compliance with policy and the achievement of objectives. It shall review, study and make recommendations to the Board with respect to any business functions of the College such as, but not limited to: budget, business records and systems, buildings and grounds, business planning, legal functions, auxiliary enterprises, administrative manual and personnel. It shall advise the President and recommend to the Board both immediate action and long-range programs and plans.

C. **Investment Committee.** The Investment Committee shall be a subcommittee of the Business Affairs Committee.

(1) **Membership.** There shall be an Investment Committee consisting of (a) the President, (b) the VP for Finance, (c) at least three (3) trustees (from among Voting Trustees, Life Trustees and Honorary Trustees) and (d) such additional non-trustee members as are appointed in accordance with the next sentence. The trustee and non-trustee members of the Investment Committee will be appointed annually by the Chair, after consultation with the officers of the
Board and the President. The chair of the Investment Committee will be selected from among the Voting Trustees, or if no Voting Trustees are members, the other trustee members of the Investment Committee. The VP for Finance shall serve as its secretary.

(2) Duties. The Investment Committee shall meet regularly subject to call of its chair. It shall recommend investment policy to the Board. It shall examine and pass upon all proposed forms of investment of the endowment and other productive funds of the College. Pursuant to authority granted by the Board, the Investment Committee shall be empowered and authorized to purchase and/or sell securities, options, notes, mortgages, real estate or any assets of the endowment, life income and loan funds of the College. It shall, at regular intervals, examine and review the entire portfolio of investments held by the College. It shall submit for approval a record of its proceedings to the Executive Committee or the Board, whichever meets next following a meeting of the Investment Committee.

D. Buildings and Grounds Committee. The Buildings and Grounds Committee shall be a subcommittee of the Business Affairs Committee.

(1) Membership. The members of the Buildings and Grounds Committee shall consist of the chair of the Business Affairs Committee and those trustees appointed annually by the Chair, after consultation with the officers of the Board and the President. The trustee members may serve on committees other than the Business Affairs Committee. The chair of the Business Affairs Committee may also serve as this subcommittee's chair. The Chair shall appoint the subcommittee's secretary.

(2) Duties. The Buildings and Grounds Committee shall meet regularly subject to call of its chair and shall review the condition of the physical plant and make recommendations regarding such items as, but not limited to: renovation, remodeling, building additions, real estate sales or acquisitions (but not to the exclusion of the Investment Committee's consideration), new construction, and parking. It shall monitor the progress of physical plant projects and the plant funds expenditures of the College. A report of interim subcommittee actions shall be made to the Business Affairs Committee at each of its regularly scheduled meetings.

Section 6. Institutional Advancement Committee.

A. Membership. The Institutional Advancement Committee shall consist of those trustees appointed annually by the Chair, after consultation with the officers of the Board and the President.

B. Duties. The Institutional Advancement Committee shall be responsible to the Board for recommending policy for the development of the College and the evaluation of the program and progress in achieving the objectives. It shall review, study and make recommendations to the Board with respect to any public affairs or developmental
functions of the College such as, but not limited to: fundraising, public relations and publicity.

Section 7. Committee on Trusteeship.

A. Membership. The Committee on Trusteeship shall consist of (a) the Chair, (b) the President and (c) those trustees appointed annually by the Chair, after consultation with the officers of the Board and the President. The chair of the Committee on Trusteeship shall be appointed annually by the Chair in consultation with the President.

B. Duties. The Committee on Trusteeship shall establish and apply criteria for identifying and reviewing prospective Board members, evaluating sitting trustees' performance and developing and implementing programs of Board orientation and education. It shall nominate candidates for officers of the Board and a candidate for each at-large trustee vacancy that occurs within the Board. It shall nominate the chair for the Investment Committee and the members at-large of the Executive Committee. It may also nominate candidates for Life Trustee and Honorary Trustee. It shall perform a periodic review of the structure and function of the Board.

Section 8. Audit Committee.

A. Membership. The Audit Committee shall consist of at least five (5) and no more than seven (7) trustees. Members of the Committee shall be nominated by the Executive Committee and approved by the Board. The President shall not be a member. At least one (1) member of the Audit Committee shall have financial expertise. The chair of the Audit Committee shall be nominated by the Executive Committee from the members of the Audit Committee, and confirmed by the Board at the spring meeting. The Audit Committee chair shall not be the chair of any standing committee of the Board, and shall serve on the Executive Committee. A vacancy in the Audit Committee chair position may be filled by election at any regular meeting or special meeting of the Board.

B. Duties. The primary responsibility of the Audit Committee is to ensure that the College complies with appropriate and meaningful financial reporting requirements. The Audit Committee shall report directly to the Executive Committee. The Audit Committee will be reviewed and approved annually by the Executive Committee and ratified by the Board.

C. Meetings. The Audit Committee shall meet at least twice each fiscal year with the College's auditing firm, once as a pre-audit conference and once to review a draft copy of the audit report and discuss other matters as deemed necessary by the Audit Committee or the Executive Committee. The Audit Committee shall meet on other occasions as deemed necessary by the Audit Committee chair or any two (2) of its members.

D. Auditors. The Audit Committee shall review the performance of the College's auditing firm and recommend to the Board regarding continuance or replacement of the firm.
E. **Annual Report; Reporting.** The Audit Committee chair shall make a written report to the Board annually, and matters of importance shall be brought to the attention of the Executive Committee as deemed appropriate.

**Article VI**

**COLLEGE OFFICERS AND THEIR DUTIES**

The officers of the College shall be the President, the Provost and Vice President for Academic Affairs (the "Provost") and the Vice President for Business Affairs/Treasurer (the "VP for Finance"). In carrying out the program and responsibilities of the College, such other officers and administrative positions as may be needed from time to time may be appointed by the President (collectively, together with the President, the Provost and the VP for Finance, the "College Officers").

**Section 1. President.** The President shall be the College's chief executive officer, shall appoint the Faculty (as defined in Article VII, below) and make recommendations to the Board regarding Faculty tenure and promotion(s) in academic rank, and shall perform such duties and responsibilities as customarily pertain to the office or as are assigned by the Board. The President shall be the representative of the Board to the Faculty, and of the Faculty to the Board. The President shall oversee and supervise all educational, cultural, disciplinary, religious, administrative and executive activities of the College.

**Section 2. Provost and Vice President for Academic Affairs.** The Provost shall have, under the President, general charge of the educational programs (including graduate and professional studies, whose dean shall report to the Provost) and shall perform such duties and responsibilities as customarily pertain to the office and as are assigned by the Board or the President. The Provost shall give special attention to the academic work of the College; strive to maintain sound standards in establishing and administering the curriculum; advise and give leadership to the faculty on methods of instruction and improvement in quality of curriculum; give leadership to students by stimulating their participation in the total educational program and its activities; and support the activities of the Academic Affairs Committee. The Provost shall be appointed by the President, subject to Board approval, and report to the President. The Provost shall be the second ranking officer of the College and, in the absence or incapacity of the President, shall assume the duties and responsibilities of that office until such time as formal action can be taken by the Board to determine a successor or acting successor to the President. The Provost will be an ex officio, non-voting member and secretary of the Board's Academic Affairs Committee.

**Section 3. Vice President for Finance.** The VP for Finance shall be the chief financial officer and treasurer of the College and shall perform such duties and responsibilities as customarily pertain to the office and as are assigned by the Board or the President. The VP for Finance shall be appointed by the President and report to the President. The VP for Finance shall be responsible for operating and capital budgets, accounting, auditing, insurance, risk management, and such other financial responsibilities as required by the College's Charter and Bylaws. The VP for Finance will be an ex officio, non-voting member of the Business Affairs Committee and will serve as its secretary. Upon request of the President or the Board, the VP for Finance shall be bonded in an amount of not less than $2,000,000.

**Section 4. Board Meetings.** College Officers may, at the request of the President, attend meetings of the Board as a non-voting participant.
Section 5. **Removal.** Any College Officer may be removed from his or her office, with or without cause, by either (A) the President or (B) the affirmative vote of two-thirds of the Voting Trustees at any regular or special meeting of the Board called expressly for that purpose, in each case, for which a quorum existed.

**Article VII**  
**THE FACULTY**

The faculty shall consist of the President, the Provost, the VP for Finance, other College Officers appointed in accordance with Article VI, the Director of Library Services, the Registrar, and all faculty members (collectively, the “Faculty”).

Section 1. **Duties.** The Faculty as a general body shall prescribe the conditions for the admission of students; determine the courses of study; help to develop academic policy; help to administer academic counseling and discipline of students; help to administer the social and cultural program of the College; and prescribe regulations for the administration of the curriculum and for its own governance. The foregoing activities shall at all times remain subject to the review and approval of the Board.

Section 2. **Appointments.** Faculty members are normally appointed to their academic unit. Appointments are held on the terms described by the Faculty Handbook. Other than the appointment of the Provost/VPAA and a President with an earned terminal degree, initial faculty appointments may be made with tenure, only in compliance with the procedures for appointment of faculty members with tenure specified in the Appendix titled, “Appointments with Tenure,” in the Faculty Handbook. Chairs of departments and Deans will be filled through administrative appointment by the Provost/VPAA.

Section 3. **Professional Responsibilities.** Professional responsibilities of each Faculty member include, but are not limited to, the following: teaching assigned courses; cooperating in the constructive evaluation of such Faculty member’s work by such means as the College administration deems desirable; maintaining close liaison with colleagues who have related interests; meeting classes at the time or by principles set by the College and giving advance notice to the dean whenever unable to do so; giving final examinations in accordance with College policy; providing students the sympathetic individual attention to which the College is committed; maintaining records to support a careful evaluation of each student, and at the end of the course turning in final evaluations according to standing instructions; attending meetings to which the Faculty member is properly called; and helping the department chair.

**Article VIII**  
**DEGREES**

Section 1. **Academic Degrees.** The Board shall confer appropriate academic degrees. The course of study to be required for each degree shall be prescribed by the Faculty.

Section 2. **Honorary Degrees.** An Honorary Degrees Committee composed of the President, three (3) Voting Trustees and three (3) Faculty members of professorial rank shall consider and recommend to the Board candidates for honorary degrees, to be approved by the affirmative vote of two-thirds of the Voting Trustees at a meeting for which a quorum is present. The chair of the Honorary Degrees Committee shall be a Voting Trustee appointed by the Chair.
Article IX
NON-DISCRIMINATION POLICY

The College, in admission, employment and access to programs, considers people on the basis of individual merit. The College does not discriminate in its educational and employment policies against any person on the basis of gender, race, color, religion, age, disability, sexual orientation, national or ethnic origin, or on any other basis proscribed by federal, state or local law. The College is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, civility and mutual respect for the rights and sensibilities of each individual, regardless of difference in economic status, ethnic background, political views, or other personal characteristics and beliefs.

Article X
CONFLICTS OF INTEREST

Section 1. Conflict of Interest Policy; Application. Board members must act in accordance with the Bylaws and the College's Conflict of Interest Policy. The Board shall adopt and revise, as appropriate, the Conflict of Interest Policy. Each provision of this Article X shall apply to all Board members, with and without voting privileges, and all members of any Board committees.

Section 2. Definition. Subject to the Conflict of Interest Policy, A Board member shall be considered to have a conflict of interest if he or she, or persons or entities with which he or she is affiliated, has a direct or indirect interest that may impair or may reasonably appear to impair his or her independent, unbiased judgment in the discharge of his or her responsibilities to the College.

Section 3. Voting. Board members shall disclose to the Board any actual, apparent or possible conflict of interest at the earliest practical time. A Board member who has made such a disclosure shall abstain from voting on matters with respect to which such Board member has a conflict of interest. Subject to the Conflict of Interest Policy, The Board member may be invited by the Board to participate in the discussion. The Board meeting minutes shall reflect that a disclosure was made and note the Board member’s abstention from voting. A Board member who is recused may be counted for purposes of determining a quorum at the meeting but shall not be counted for purposes of determining the presence of a quorum for the requisite Board action.

Section 4. Annual Disclosure. In accordance with the Conflict of Interest Policy, Every Board member shall complete and sign a disclosure form on an annual basis and update that form as promptly as possible following knowledge of conditions that may create a possible conflict of interest.

Section 5. Compensation. Board members serve as volunteers and are not compensated for their services. They may be reimbursed for transportation and other direct expenses while engaged in the discharge of their official board duties.

Article XI
INDEMNIFICATION

Section 1. Indemnification Against Expenses; Insurance. The College shall, to the extent legally permissible, indemnify each of its Board members and officers against all liabilities and expenses reasonably incurred in connection with the defense of any pending or threatened action, suit or
proceeding to which he or she has been made a party by reason of being or having been in such role, provided that he or she acted in good faith and in a manner reasonably believed to be in or not opposed to the best interests of the College. With respect to any criminal action or proceeding, such indemnification by the College shall be provided at the sole discretion of the Board, provided that the indemnified person had no reasonable cause to believe his or her conduct was unlawful. Board members and officers shall not be entitled to indemnification for acts that are adjudicated in such action, suit or proceeding to be the result of gross negligence or willful misconduct in the performance of duty. The College shall also maintain directors' and officers' liability insurance coverage.

Section 2. Advance Payment of Expenses. Expenses reasonably incurred by any such Board member or officer in connection with the defense or disposition of any such action, suit or other proceeding may be paid from time to time by the College in advance of the final disposition thereof under the condition that the Board member or officer repay such advanced fees and costs if it ultimately is determined that the Board member or officer is not entitled to be indemnified by the College as authorized by the Bylaws.

Section 3. Eligibility for Indemnification. The Board may, in its discretion and to the extent legally permissible, authorize, purchase and maintain insurance on behalf of any person not otherwise entitled to indemnification hereunder, who is an employee or other agent of the College who serves at the request of the College as an employee or other agent of an organization in which the College has an interest.

Section 4. Personal Liability. Board members and officers shall not be personally liable for any debt, liability or obligation of the College. All persons, corporations or other entities extending credit to, contracting with or having any claim against the College may look only to the funds and property of the College for the payment of any judgment, or decree, or of any money that may otherwise become due or payable to them from the College.

Section 5. Miscellaneous. The foregoing rights of indemnification and advancement of expenses shall not be exclusive of any other rights to which any Board member, officer or employee may be entitled, under any other Bylaw, agreement, vote of disinterested Board members, or otherwise, and shall continue as to a person who has ceased to be a Board member, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 6. Definitions.

A. The terms "action, suit and proceeding" shall include any type thereof, whether civil, criminal, administrative or investigative.

B. The term "expenses" shall include, but not be limited to attorneys' fees, judgments, fines, taxes, penalties, amounts paid or to be paid in settlement and amounts expended in seeking indemnification granted under this Article XI of the Bylaws.

C. The term "proceeding" shall include any investigation, inquiry, arbitration or controversy.
ARTICLE XII
FISCAL YEAR

The fiscal year of the College begins on July 1st of each year and ends on June 30th of the succeeding year.

Article XIII
BOOKS AND RECORDS

The College shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board and committees having any of the authority of the Board; and shall keep at its registered office or principal office a record giving the names and addresses of Voting Trustees. Any Voting Trustee shall have the right to examine, in person or by agent, at any reasonable time or times, the College's books and records of account and minutes, and to make extracts therefrom, but only for a proper purpose.

Article XIV
DEFINED TERMS

The terms “herein,” “hereof” and “hereunder” and other words of similar import refer to these Bylaws as a whole and not to any particular section, paragraph or subdivision. Any pronoun used shall be deemed to cover all genders. The article and section titles appear as a matter of convenience only and shall not affect the interpretation of these Bylaws. All references to statutes and related regulations shall include any amendments of same and any successor statutes and regulations.

Article XV
AMENDMENTS

These Bylaws may be amended by a majority vote of all of the Voting Trustees at any regular or special meeting of the Board at which a quorum is present, provided that a copy of the proposed amendment shall have been delivered (by U.S. mail, electronic communication or delivery service) by the Secretary to each Trustee at least ten (10) days prior to the meeting at which the proposed amendment is to be considered.

Revised: October 29, 2016
APPENDIX 2
ARTICLES OF GOVERNANCE
NORTH CENTRAL COLLEGE FACULTY

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ARTICLES OF GOVERNANCE OF
NORTH CENTRAL COLLEGE FACULTY

PREAMBLE
Faculty governance at North Central College is rooted in principles of cooperation and interdependence among teaching faculty, administrative staff, trustees, and students. Governance decisions are intended to reflect careful analysis and consensus building, respectful of the interests of all College constituencies. Faculty governance seeks to promote the welfare of the College as a whole, consistent with established principles of academic freedom and professional integrity. The intended result is a College working environment supportive of the professional goals and contributions of each member of the faculty.

The following working assumptions have informed the design of the governance:

1. That the governance will model the kind of inquiry faculty value in other contexts: exploration, data gathering, reflection, problem solving, closure, and timely and periodic self-assessment; that governance leadership will be proactive in seeking out technological and other solutions to inefficiencies, communication challenges, and process complexities.

2. That the governance will offer opportunities for stakeholders to understand how legislation is proposed, how input can be provided, how decisions are made, what appeal processes exist, and through what channels the results of legislation are disseminated; that the governance will maintain and enhance the faculty’s working relationships with other campus constituencies (students, the admissions office, the Cabinet, the Board of Trustees, and staff members) either directly or through avenues identified outside of Faculty governance.

3. That the governance will focus faculty-wide attention on institutionally-significant, strategic decision making, and on developing guidelines that will allow decision-making bodies closest to the details (departments, schools and colleges, programs, committees) to resolve local issues at the local level, while taking into account institutional context.
4. That the organizational structure and leadership of the governance will promote fairness, civility, and collaborative effort, recognizing that passionate communication of differing points of view can enrich the deliberative process when it is offered in the spirit of better decision making.

5. That the College will value and give recognition to governance participation and other forms of campus citizenship; that the College will offer avenues for leadership development and training to promote campus-wide exercise of informed citizenship.

ARTICLE I
THE FACULTY OF NORTH CENTRAL COLLEGE

The North Central College Bylaws (Appendix 1, Article VII) provide that the Faculty shall consist of the president of the College, the provost and vice president for academic affairs, other members of the president's Cabinet, the associate provost and dean of College Programs, the dean of the College of Arts and Sciences, the dean of the School of Business and Entrepreneurship, the dean of the School of Education and Health Sciences, the dean of the School of Graduate and Professional Studies, the assistant provost for student success and dean of academic services, the assistant provost and director of the Office of Institutional Effectiveness and Planning, the assistant provost for teaching & learning and director of the Center for the Advancement of Faculty Excellence, the associate dean for engaged learning and director of the College Honors Program, the dean of students, the director of library services, the registrar, and all teaching faculty members. Professional librarians and the director of athletics are also members of the Faculty. All of the above, with the exception of less than full-time teaching faculty members, are members of the Voting Faculty. (See Article III for appointment definitions.)

Section 1. The College Bylaws accord the following responsibilities to the Faculty as a general body, subject to trustee review and approval:

A. Prescribe the conditions for admission of students
B. Determine the academic courses of study
C. Help to develop academic policies
D. Help to administer the counseling and discipline of students
E. Help to administer the social and cultural programs of the College
F. Prescribe regulations for the administration of the curriculum
G. Prescribe procedures for faculty governance

Rules and procedures for the faculty meeting as a general body are described in Article IV “Faculty Meetings” and Article VI “Legislative Procedures.”

Section 2. In addition to the faculty acting as a general body, teaching faculty shall be organized into colleges/schools and departments. Interdisciplinary programs arising out of curricular initiatives that cross disciplinary, department, or college/school boundaries also form a part of the academic structure:

A. **College/Schools.** Teaching faculty in related disciplines shall be organized into one college, three schools, and the interdisciplinary College Programs unit for administrative purposes:

   College of Arts and Sciences (CAS); School of Business and Entrepreneurship (SBE); School of Education and Health Sciences (SEHS); School of Graduate and Professional Studies; and College Programs. Each academic department and program is assigned to one college or school.

   A dean serves as the academic and administrative head of each college/school. Each college and school shall be responsible for electing representatives to faculty committees. Deans shall
be encouraged to develop cross-departmental and interdisciplinary curricula and to cooperate on matters that affect more than one department within or across a college and/or school. Deans may make administrative recommendations on such matters as academic policy, budget, physical space, and personnel needs. Deans do not occupy a formal role in the faculty legislative process, but may make recommendations or request legislation before standing committees of the faculty. Dean, department chair, and interdisciplinary program leader positions will be filled through administrative appointment by the provost and vice president for academic affairs (College Bylaws, Article VII).

B. Departments. Each teaching faculty member shall be a member of an academic department (listed above). A department chair serves as the academic and administrative head of each department. Departments are primarily responsible for administration of major and minor academic programs under their jurisdiction and for contributing appropriate courses that meet the College's general education requirements or that support the College's interdisciplinary and graduate programs. Departments are also the base units in preparing proposals for faculty approval regarding courses and academic programs (see Article VI, Legislative Procedures). Departments shall be primarily responsible through their department chairs and deans for initiating academic and administrative requests and recommendations on matters such as budgets, class scheduling, equipment, physical space, and faculty staffing.

C. Interdisciplinary Programs. Departmental faculty may also participate in the academic programs of other departments or in interdisciplinary programs which arise out of curricular initiatives that cross disciplinary, college/school, or departmental boundaries. A teaching faculty member may be appointed to an interdisciplinary program rather than a department. Programs designated as primarily interdisciplinary in focus shall be administered through their coordinators and the dean of College Programs. Programs shall be responsible for academic and administrative requests and recommendations on matters such as budgeting, class scheduling, equipment, physical space, and faculty staffing. They shall also be responsible for administering major and minor academic programs under their jurisdiction, for offering appropriate courses to meet the College's general education requirements, and for supporting, where appropriate, departmental majors or graduate programs.

ARTICLE II
FACULTY OFFICERS

Faculty officers shall include the provost and vice president for academic affairs, the faculty speaker, academic deans, and department chairs. The provost and vice president for academic affairs, deans, and department chairs fulfill dual roles as officers with responsibilities within both faculty governance and the College administrative organization.

Section 1. Provost and Vice President for Academic Affairs.

A. Appointment. The provost and vice president for academic affairs shall be appointed by the president through a selection process involving faculty and student participation. The provost and vice president for academic affairs serves under the president as the chief academic officer of the College and provides administrative support to the Academic Affairs Committee of the Board of Trustees. The provost and vice president for academic affairs shall hold faculty rank as a voting member of the faculty.
B. **Responsibilities.** The College Bylaws (Article VI) accord the following general responsibilities to the provost and vice president for academic affairs:

1. Provide overall supervision of the College educational program.
2. Maintain sound standards in the establishment and administration of the curriculum.
3. Advise and provide leadership to the faculty on methods of instruction and improvement of curriculum quality.
4. Provide leadership to students by stimulating their participation in the total educational program and its activities.
5. Make periodic reports to the president and, when requested, to the Board of Trustees.
6. Perform such duties as customarily pertain to the Office of Academic Affairs, or as specifically prescribed by the president.
7. Serve as ex officio, nonvoting secretary of the Academic Affairs Committee of the Board and provide data and staff assistance to the committee.
8. Attend meetings of the Board of Trustees as a nonvoting participant at the request of the president.
9. Provide leadership for college-wide initiatives across campus at the request of the president.

C. **Specific Powers.** As the College's chief academic officer, the provost and vice president for academic affairs shall make decisions in consultation with the faculty on academic matters which fall outside responsibilities accorded to the faculty in Article I. The provost and vice president for academic affairs may also initiate actions deemed necessary for the academic, financial, or moral well-being of the College. The provost and vice president for academic affairs, in consultation with appropriate faculty members, shall exercise the following specific powers:

1. Recommend the appointment of new faculty members to the president.
2. Appoint chairs of departments and interdisciplinary program leaders following consultation with the appropriate dean.
3. Make recommendations to the president on faculty reappointment, salaries, tenure, promotion, and appointment termination.
4. Prepare the annual academic budget request.
5. Supervise the deans; assistant provost for student success and dean of academic services; assistant provost and director of the Office of Institutional Effectiveness and Planning; assistant provost for teaching & learning and director of the Center for the Advancement of Faculty Excellence; associate dean for engaged learning and director of the College Scholars Program; the director of library services; in conjunction with the vice president for finance, the assistant vice president for human resources; in conjunction with the vice president for institutional advancement, fine arts management; and other academic affairs personnel and offices as may be so designated.
6. Rule on student petitions for exemption from any College academic requirement not administered by a specific department.
7. Initiate cooperation with other members of the president's Cabinet on aspects of College operations which affect academic programs, student academic performance, and faculty welfare.
8. Exercise faculty governance powers enumerated in these Articles.

D. **Evaluation.** The performance of the provost and vice president for academic affairs shall be evaluated annually according to a procedure approved by the faculty. See Appendix 7.
Section 2. Faculty Speaker. The faculty speaker shall be a tenured faculty member elected by the Voting Faculty for a two-year term. The speaker may be re-elected to serve one additional consecutive two-year term. Responsibilities of the speaker shall be as follows:

A. Preside when the faculty meets as a general body to conduct official business.
B. Appoint a parliamentarian and a secretary of the faculty who shall keep and distribute to all faculty members minutes of faculty meetings.
C. Serve as the chair of the Governance Steering Committee and in consultation with it:
   1. develop a semester schedule of faculty standing committee meetings and hearings for distribution to all faculty members prior to the beginning of each semester.
   2. adjudicate any disputes regarding faculty meeting agendas and jurisdiction of legislation
   3. prepare agendas for faculty meetings
D. Coordinate agenda setting for faculty hearings on proposals before standing committees or the general body of the Faculty.
E. Supervise Appeal and Grievance processes according to Article X.
F. Serve as a member of the Liaison Committee.

Section 3. Academic Deans
A. Appointment. Deans shall be appointed by the provost and vice president for academic affairs. The dean is responsible for promoting conditions conducive to learning and academic quality in their unit.

Working closely with the provost and vice president for academic affairs, the department chairs, and faculty, deans will:

1. Establish annual and ongoing goals for the college/school/unit and monitor and evaluate progress towards accomplishing these goals.
2. Oversee, review, and help coordinate program development in the college/school/unit.
3. Provide oversight for the curriculum in all the departments and programs in the college/school/unit.
4. Collaborate with other deans, as appropriate, on the development and delivery of the general education program, interdisciplinary programs, and other college-wide academic initiatives.
5. Develop and oversee annual budgets for the college/school/unit.
6. Coordinate all faculty and staff recruitment in the college/school/unit.
7. Prepare annual evaluation of department chairs and/or program coordinators, with input from departmental and program faculty.
8. Review annual formative or summative evaluations of all full-time faculty and staff members in the college/school/unit.
9. Support the student recruitment efforts of the Admissions Office and the School of Graduate and Professional Studies.
10. Review faculty workload across the college/school/unit.
11. Working with the associate provost for student success and dean of academic services, ensure departments have consistent and effective mentoring programs in place for all students, and support institutional goals for student success.
12. Represent the college/school/unit to outside constituencies both on and off campus.
13. In collaboration with the advancement office, maintain contact with alumni and provide them with up to date information about the college/school/unit.
14. Support the advancement office’s efforts to generate external support for the college/school/unit’s initiatives and needs.
B. **Evaluation.** Deans shall be evaluated according to a procedure approved by the faculty and supervised by the provost and vice president for academic affairs. (pending).

**Section 4. Department Chairs.**

A. **Appointment.** Department chairs, preferably tenured, shall be appointed for renewable four-year terms by the provost and vice president for academic affairs upon the recommendation of the appropriate dean, and in consultation with their departmental colleagues.

B. The department chair is responsible for promoting conditions conducive to learning and academic quality in the department. Chairs shall fulfill the following responsibilities in support of that leadership objective:

1. Provide oral and written information to the dean and the Promotion and Tenure Committee when faculty members from the department are being evaluated, and conduct annual evaluation of all full-time faculty members.
2. Initiate and coordinate recruitment, selection, mentoring, supervision, and evaluation of faculty, working collaboratively with the dean, the assistant provost for teaching & learning and director of CAFÉ, and the provost and vice president for academic affairs.
3. Prepare the annual course schedule and staffing assignments for submission to the dean and academic affairs office.
4. Prepare annual departmental budget requests for the dean and academic affairs office and oversee department expenditures.
5. Supervise and support departmental faculty in accomplishing their professional goals and the goals of the department.
6. Call department faculty meetings and oversee implementation of departmental decisions.
7. Resolve petitions, grievances, and grade appeals of students enrolled in departmental courses.
8. Oversee department curricula, including updated assessment plans, maintenance of department equipment, development of library holdings, and keeping of department records.
9. Oversee departmental co-curricular activities, student organizations and, in collaboration with the dean, support the admissions office in the recruitment of prospective students.
10. Work with department faculty, the appropriate dean, and the Center for Student Success in creating and delivering effective mentoring plans for students.

C. **Evaluation.** Department chairs shall be evaluated according to a procedure approved by the faculty and supervised by their respective dean. See [Appendix 6](#).

**Section 5. Interdisciplinary Program Coordinators**

A. **Appointment.** Interdisciplinary program coordinators, preferably tenured, shall be appointed for renewable four-year terms by the provost and vice president for academic affairs in consultation with the dean of College Programs and program faculty.
B. **Responsibilities.** Interdisciplinary program coordinators are responsible for promoting conditions supportive of learning and academic quality in their respective programs. Coordinators shall fulfill the following leadership responsibilities in support of that objective.

1. Oversee program curricula, program equipment, library holdings, the program web page, program assessment, and record keeping.
2. Call program faculty meetings and oversee implementation of program decisions.
3. Approve program-related independent studies and substitutions; mediate student appeals with regard to grades or other concerns with course policies.
4. Prepare the annual class schedule and staffing assignments for submission to the Office of Academic Affairs.
5. Oversee program expenditures; conduct budget planning in consultation with the dean.
6. Support program faculty in accomplishing their program-related professional goals and the goals of the program.
7. Provide input on course materials, design of program-generated courses, and program contributions of faculty to their evaluative files. May provide additional evaluative information when such requests are made by program faculty members. Provide feedback to departmental faculty searches, as appropriate.
8. Initiate and coordinate recruitment, selection, mentoring, supervision, and evaluation of faculty members appointed to an interdisciplinary program, working collaboratively with the dean, the assistant provost for teaching & learning and director of the Center for the Advancement of Faculty Excellence, and the provost and vice president for academic affairs.
9. Oversee program-related co-curricular activities, student organizations, and recruitment of prospective students.

C. **Evaluation.** Interdisciplinary program coordinators shall be evaluated according to a procedure approved by the faculty and supervised by the dean of College Programs. See [Appendix 6](#).

**ARTICLE III**

**INDIVIDUAL FACULTY STATUS AND RESPONSIBILITIES**

Teaching faculty status is granted to members of the faculty who teach on a full-time, half-time, or part-time basis in accordance with the types of teaching appointments outlined below. Faculty are normally appointed to an academic department or program. The College Faculty Personnel Policies and Procedures, approved by the faculty, describe reappointment, salary, tenure, and promotion policies; evaluation criteria and due process procedures; workload policies; faculty member’s academic leave and sabbatical/professional semester policies; and policies and procedures on other matters of professional status.

**Section 1. Appointment Definitions.**

A. **Full-time Teaching Status.** This status shall refer to faculty members who hold academic rank of instructor, assistant professor, associate professor, or full professor and who normally teach a full course load each year. This status also refers to faculty members with administrative appointments. Full-time faculty members receive compensation in the form of an annual academic year salary (August 1-May 15) and commensurate fringe benefits and may receive additional compensation for overload teaching or other specific assignments. Ordinarily, full-time appointments shall be made on a tenure-track basis, and only full-time faculty members shall be eligible for tenure consideration. No faculty member shall be appointed to a tenure-
track position without an extensive national search.

To fill short-term teaching needs, full-time faculty members may also be appointed on a one-year temporary basis with no expectation of reappointment. Full-time temporary faculty members hold rank of visiting instructor, visiting assistant professor, visiting associate professor, or visiting full professor. Should need for such service continue beyond one year, reappointment may occur assuming the satisfactory performance of the temporary faculty member in question. Temporary appointments, however, will not be made to fill long-term teaching needs. If continuation of a temporary appointment is contemplated beyond three years, an evaluation of the position must occur. Such a position deemed to be long term should be converted to a non-tenure-track, ongoing position or a tenure-track position with an extensive national search to follow.

B. **Half-time Teaching Status.** This status may be awarded to faculty members whose workload is at least the equivalent of 16 credit hours per year. Half-time faculty members shall receive compensation in the form of prorated annual salary and fringe benefits and hold academic rank of half-time instructor, half-time assistant professor, half-time associate professor, or half-time full professor. Half-time faculty members shall be eligible for annual reappointment should a need for their services continue to exist.

C. **Part-time Teaching Status.** This status shall refer to teaching faculty who teach on a per-course basis. Part-time faculty members hold academic rank of lecturer or senior lecturer. Part-time faculty members are eligible for reappointment should a need for their services continue to exist.

**Section 2. Professional Responsibilities.** Consistent with Article VII of the College Bylaws, faculty members exercise several responsibilities:

A. Teach assigned courses and mentor students according to the mission and policies of the College.

B. Participate in faculty citizenship activities in order to develop and sustain the College's academic policies and programs, cultural life, and general student welfare. Faculty citizenship includes, but is not limited to:
   1. Attendance at departmental, college/school, faculty, and other meetings to which one is properly called.
   2. Involvement in program development, review, and administration at the departmental level in cooperation with the department chair.
   3. Participation as a citizen of the campus including participation in the faculty governance as appropriate.

C. Cooperate with College offices such as the Office of Academic Affairs, admission, student services, alumni and development, graduate and professional studies, and marketing and communications to promote the welfare of the College.

D. Make professional contributions, engage in professional development, and establish colleague relationships which support such activities.

E. Evaluate one's fulfillment of faculty professional responsibilities and plans for future contributions consistent with the mission and policies of the College.
Section 3. Other Rights and Responsibilities. In addition to Bylaws provisions, College policy seeks to assure that conditions are present for faculty members to educate students for critical, creative, and empathetic thinking and acting consistent with the goals of a pluralistic, democratic, and egalitarian society. Faculty members possess discretion in conducting the classes they teach according to College policies on academic freedom and professional responsibility (See Personnel Policy Guide). Faculty members are expected to participate actively in the intellectual, cultural, and governance life of the College. College life outside the classroom plays a central role in educating students consistent with the College mission and holds important benefits for the personal and professional satisfaction and advancement of faculty, as well.

ARTICLE IV
FACULTY MEETINGS

The North Central College faculty shall assemble a minimum of twice per semester as coordinated by the speaker of the faculty in consultation with the provost and vice president for academic affairs. Such meetings shall be occupied by legislative decision-making on issues of such unusually broad impact as to warrant full faculty endorsement; strategic deliberation on topics of faculty-wide significance; by communication and problem solving across campus constituencies; and by efforts to foster a sense of community among the faculty. Meetings will be chaired by the speaker of the faculty, and minutes taken and distributed by the secretary of the faculty. The agenda for faculty meetings shall be developed by the faculty speaker in consultation with the provost and vice president for academic affairs and with other members of the Steering Committee. The agenda will be distributed to all faculty members at least five days prior to the meeting. Unless otherwise determined by faculty action, meetings will be conducted according to Robert's Rules of Order in consultation with a faculty parliamentarian.

Section 1. Quorum. For purposes of taking official faculty action, a meeting quorum shall consist of a simple majority of the Voting Faculty.

Section 2. Call for Faculty Meeting. In most circumstances, meetings of the faculty shall be called by the speaker of the faculty through a schedule which is distributed in advance of each semester. However, a petition to the speaker of the faculty from any group of fifteen members of the Voting Faculty, or action by the College president or by the provost and vice president for academic affairs, will convene a faculty meeting. Also, there may be occasions when a special unscheduled meeting of the faculty will be called by the speaker.

Section 3. Suspension of Rules. Rules for meetings of the faculty may be suspended by a vote of two-thirds of the quorum present. Substitute rules of procedure must also be approved by two-thirds of the voting members present. When proceeding under such new rules, faculty action may be taken by affirmative vote of a simple majority of those present and voting.

Section 4. Group of Fifteen. Many responsibilities of the faculty shall be delegated to representative bodies of the faculty. However, the faculty retains full power in that, through petition to the speaker of the faculty, a group of fifteen members of the Voting Faculty has the power to place an item on the agenda of a meeting of any faculty committee, or of the faculty (see Article VI, Legislative Procedures). Such items may involve the initiation of new legislation or may concern the reconsideration of previous legislation.
ARTICLE V
OVERSIGHT COMMITTEE AND STANDING COMMITTEES OF THE FACULTY

Section 1. Governance Steering Committee

A. Membership. The Steering Committee shall include the following five (5) members.
   1. Chair: The faculty speaker (see Article II, Section 2)
   2. Chairpersons of Academic Programs and Policies Committee, Faculty Development and Recognition Committee, and Faculty Welfare Committee
   3. Provost and vice president for academic affairs

B. Responsibilities. Typically, the Governance Steering Committee will be convened by the faculty speaker, although the provost and vice president for academic affairs also has the authority to call a meeting of this group. The Steering Committee will exercise leadership in the planning, assignment of responsibilities, problem solving, and communication associated with governance activity.
   1. To provide strategic planning for committee and faculty governance activity on an annual and semester basis.
   2. To produce the semester schedule of governance meetings and assist in setting committee agendas.
   3. To steer items to relevant committees and adjudicate over problem areas in agenda setting and purview not resolved at the local level.
   4. To periodically review and recommend modifications to the governance structure, with particular attention to fulfilling the goals of the Preamble with respect to shared governance and efficiencies in governance and communication.
   5. On extremely rare occasions when a topic requiring action does not fit a committee’s charge, to devise a charge and prepare a roster and timetable for formation of an ad hoc committee or serve in an advisory capacity to the provost and vice president for academic affairs. The formation of an ad hoc committee requires the endorsement of the Voting Faculty.

STANDING COMMITTEES OF THE FACULTY

Five standing committees shall be created to assist the faculty in fulfilling its decision making, policy development, and legislative responsibilities: Academic Programs and Policies Committee (APPC), Faculty Development and Recognition Committee (FDRC), Faculty Welfare Committee (FWC), College Graduate Studies Council (CGSC), and General Education Committee (GEC). For APPC, FDRC and FWC, the committee chairpersons and faculty representatives shall be elected from among the full-time teaching faculty. For CGSC, the chairperson shall be the dean of the School of Graduate and Professional Studies and the faculty representatives shall be elected from among the full-time teaching faculty. For GEC, the chairperson shall be the Director of General Education and the faculty representatives shall be elected from among the full-time teaching faculty.

These standing committees report to the faculty and operate according to policies and procedures approved by the faculty. Their meetings shall be open to the College community. Agendas and minutes of each meeting will be distributed to committee members and to all members of the Voting Faculty. The agenda, meeting time, and place for each committee meeting, along with the minutes from the previous meeting, will be posted five days in advance of meetings. The estimated time for discussion of
each item on an agenda shall be given on that agenda. A central repository will post the outcome of faculty decision making.

Section I. Academic Programs and Policies Committee.

A. Membership. The APPC shall be composed of ten (10) members as follows:

1. Committee Chair. Preferably tenured, a faculty member shall be elected at large by the Voting Faculty for a two-year term. The chair may be re-elected to serve one additional consecutive two-year term. In addition to chairing committee meetings, the chair is responsible for setting agendas for committee meetings, conferring with the speaker on meeting and hearing schedules and agendas, and communicating with departments, programs, deans, and the academic affairs office on proposed legislation. The chair, a voting member of the committee, serves as a member of the Steering Committee and of the Liaison Committee.

2. School/college Representatives. The School of Education and Health Sciences and the School of Business and Entrepreneurship shall each elect one faculty member and the College of Arts and Sciences shall elect two faculty members to serve two-year terms. School/College representatives may be re-elected to serve one additional consecutive two-year term. The terms shall be staggered so that each year the four faculty representatives will consist of two newly-elected representatives and two holdover representatives from the previous year.

3. Administration Representatives. Provost and vice president for academic affairs or designee, dean of the School of Graduate and Professional Studies or designee, the director of general education, non-voting, and the registrar, also non-voting, who shall serve as Secretary of Record for curricular legislation.

4. Student Representatives. One student from the Student Governing Association (SGA) and the other appointed by the Chair in consultation with the SGA representative.

B. Responsibilities. The Academic Programs and Policies Committee has advisory and legislative responsibility for undergraduate academic policies and programs at the College and is the primary legislative standing committee within the governance. The faculty entrusts the APPC with these responsibilities in order to promote consideration of issues in a forum that adequately reflects College-wide perspectives and that takes into account institutional mission and strategic planning. The APPC shall establish sub-committees as needed, provided that at least two members are from APPC.

1. To advise the provost and vice president for academic affairs on strategic and long-range academic planning.

2. To review, initiate, or recommend faculty action on curricular and academic policy proposals with school/college undergraduate or institutional impact.

3. To propose, review, and recommend standards for student admission and graduation at the undergraduate level.

4. To review general education and to supervise its implementation.

5. To review and report on departmental and interdisciplinary program reviews and make such reports accessible to the faculty.

6. To propose, review, and recommend eligibility rules and academic policies for extra-curricular student participation in College-sponsored activities.
7. To advise the Office of Academic Affairs on such matters as class schedule, academic calendar, departmental or school/college structure, and the adequacy of resources for academic programs.
8. To collaborate with the General Education Committee on matters of overlapping interest and review recommendations from GEC regarding general education policy changes with broad import.
9. To collaborate with the College Graduate Studies Council on matters of overlapping interest such as College calendar and blended undergraduate-graduate degree programs.

Section 2. Faculty Development and Recognition Committee

A. Membership. The Faculty Development and Recognition Committee (FDRC) shall be composed of six (6) members as follows:

1. Committee Chair. Preferably tenured, shall be elected at large by the Voting Faculty for a two-year term. The chair may be re-elected to serve one additional consecutive two-year term. In addition to chairing committee meetings, the chair is responsible for setting agendas for committee meetings, conferring with the speaker on meeting and hearing schedules and agendas, and communication with department chairs, program coordinators, deans, the director of CAFÉ, and the Office of Academic Affairs on proposed legislation or policy matters. The chair, a voting member of the committee, serves as a member of the Steering Committee and the Liaison Committee.
2. School/college Representatives. The School of Education and Health Sciences and the School of Business and Entrepreneurship shall each elect one faculty member and the College of Arts and Sciences shall elect two faculty members to serve two-year terms. School/college representatives may be re-elected to serve one additional consecutive two-year term. The terms shall be staggered so that each year the four faculty representatives will consist of two newly-elected representatives and two holdover representatives from the previous year.
3. Provost and vice president for academic affairs or designee.

B. Responsibilities. The Faculty Development and Recognition Committee has advisory, decision-making, and legislative responsibility for enhancing the academic life of the faculty. The FDRC works in collaboration with the other College offices to publicize and expand opportunities for enhancing the teaching, mentoring, and scholarship/creative work of the faculty and to recognize faculty contributions to the intellectual and cultural life of the campus. The FDRC shall establish sub-committees as needed, provided that at least two members are from the FDRC. Specific responsibilities include the following:

1. To advise the provost and vice president for academic affairs on strategic and long-term planning of faculty professional development and recognition initiatives.
2. To develop and review guidelines for allocating internal financial resources to support faculty scholarship/creative work, teaching, mentoring, and undergraduate research partnerships. To assist faculty in identifying campus resources to support preparation of external grant proposals.
3. To advise the provost and vice president for academic affairs on guidelines and budget allocations for the faculty professional travel program and other faculty development programs initiated by the Office of Academic Affairs.
4. To work in partnership with the director of CAFÉ to advocate for and promote faculty development activities and campus resources that support the preparation of external grant proposals.

5. To celebrate, showcase, and promote the academic life of the faculty. To review and propose guidelines for internal faculty recognition and support programs such as Dissinger Awards and professional leave.

C. **Sabbatical Review Recusal.** FDRC members will recuse themselves from FDRC meetings that discuss sabbatical applicants when they themselves are among the applicants. Because sabbatical reviews occur during the fall semester, members will excuse themselves for the fall semester and return in the spring semester. College/school representatives will be replaced by a faculty member from their school or college appointed by the dean of that school or college.
Section 3. Faculty Welfare Committee

A. Membership. The Faculty Welfare Committee shall be composed of six (6) members as follows:

1. Committee Chair. Preferably tenured, elected at large by the Voting Faculty for a two-year term. The chair may be re-elected to serve one additional consecutive two-year term. In addition to chairing committee meetings, the chair is responsible for setting agendas for committee meetings, conferring with the faculty speaker on meeting and hearing schedules and agendas, and communicating with departments, programs, deans, and the Office of Academic Affairs on proposed legislation or policy matters. The chair, a voting member of the committee, serves as the chair of the campus-wide Welfare and Benefits Committee, and as a member of the Steering Committee and the Liaison Committee. The School of Education and Health Sciences and the School of Business and Entrepreneurship shall each elect one faculty member and the College of Arts and Sciences shall elect two faculty members to serve two-year terms. School/college representatives may be re-elected to serve one additional, consecutive two-year term. The terms shall be staggered so that each year the four faculty representatives will consist of two newly-elected representatives and two holdover representatives from the previous year.

2. Administrative Representative. The provost and vice president for academic affairs or designee.

B. Responsibilities. The Faculty Welfare Committee has advisory, decision-making, and legislative responsibilities for addressing issues associated with the welfare and professional status of the faculty. It works with the appropriate College offices to research the higher education context of faculty roles and faculty work. The committee sends representatives to the campus-wide Welfare and Benefits Committee. The FWC shall establish sub-committees as needed, provided that at least two members are from FWC. Specific responsibilities include the following:

1. To develop or review proposals related to faculty work topics such as salary targets, retirement, workload, and faculty evaluation. When issues are not faculty-specific, to bring welfare and benefits matters to the attention of the campus-wide Welfare and Benefits Committee. When issues pertain to faculty evaluation, to work with FDRC, APPC, CGSC, or others with relevant experience to review policies, procedures, course evaluations, or alignment with faculty rewards.

2. To provide a chair and a second faculty representative to the College-wide Welfare and Benefits Committee; to function as a faculty advisory group to committee representatives on the College-wide Welfare and Benefits Committee when the need arises; and to facilitate communication with the faculty regarding institution-wide welfare and benefits issues.

Section 4. College Graduate Studies Council

A. Membership. The CGSC shall be composed of nine (9) members as follows:

1. Council Chair. The Dean of the School of Graduate and Professional Studies will serve as chairperson and is responsible for setting agendas for committee meetings, conferring with the Speaker on meeting and hearing schedules and agendas, and communicating with department, program, deans, and the Academic Affairs Office on proposed legislation. The Chair is voting member of the council.
2. School/College Representatives. The School of Education and Health Sciences, the School of Business and Entrepreneurship shall each elect one faculty member and the College of Arts and Sciences shall elect two faculty members to serve two-year terms. School/college representatives may be re-elected to serve one additional consecutive two-year term. The terms shall be staggered so that each year the four faculty representatives will consist of two newly-elected representatives and two holdover representatives from the previous year.

3. Administration Representatives. Provost and Vice President for Academic Affairs or designee, and the Registrar, non-voting, who shall serve as Secretary of Record for curricular legislation.

4. Student Representatives. Two graduate students appointed by the Council of Deans from a list of students nominated by all graduate programs;

B. Responsibilities. The College Graduate Studies Council has advisory and legislative responsibility for graduate academic policies and programs at the College. The Faculty entrusts the CGSC with these responsibilities to oversee all matters pertaining to graduate education and curricula in order to promote consideration of issues in a forum that adequately reflects College-wide perspectives and that takes into account institutional mission and strategic planning. The CGSC shall establish sub-committees as needed, provided that at least two members are from CGSC.

1. To establish and regularly review college-level goals for graduate curricula.

2. To review, initiate, or recommend faculty action on proposals for new graduate degrees or programs and substantive changes to existing graduate programs, ensuring that they conform to all college policies as well as the policies of the Higher Learning Commission and other accrediting bodies. Approval of the Provost and VPAA is also required.

3. To develop and regularly review graduate curricular policies, graduate education requirements, and specifications for graduate majors, certificates, and concentrations.

4. To revise and regularly review the guidelines for the selection and support of graduate student assistants.

5. To establish and oversee periodic graduate curricular program reviews by departments and programs and to communicate academic policy and curricular recommendations arising out of program reviews to the Provost and Vice President of Academic Affairs and other strategic planning bodies.

6. To actively develop and implement strategies to ensure the growth and strengthening of a graduate culture.

7. To collaborate with APPC on matters of overlapping issues such as College calendar and blended undergraduate-graduate degree programs.

8. To propose, review and recommend standards for student admission and graduation at the graduate level.

Section 5. General Education Committee.

A. Membership. The GEC shall be composed of nine (9) members as follows:

1. Committee Chair. The Director of General Education will serve as chair and is responsible for setting agendas for committee meetings, conferring with the Speaker on meeting and hearing schedules and agendas, and communicating with departments, programs, deans, and the Academic Affairs Office on proposed legislation. The chair is a non-voting member of the Academic Programs and Policies Committee and brings
legislation with large curricular impact originating in the Committee to APPC. The Chair is a voting member of GEC.

2. School/College Representatives. The School of Education and Health Sciences, the School of Business and Entrepreneurship shall each elect one full-time faculty member, and the College of Arts and Sciences shall elect three full-time faculty members from different departments to serve two-year terms. Representatives may be re-elected to serve one additional consecutive two-year term. The terms will be staggered so that each year the five faculty representatives will consist of at least two newly-elected representatives and at least two holdover representatives from the previous year.

3. Administration Representatives. The Dean of College Programs, the Registrar, and the Chair of APPC shall serve as non-voting, ex-officio members of the Committee.

B. Responsibilities. The General Education Committee has advisory, legislative, and assessment responsibilities for general education policies and programs at the College

1. To determine whether courses and programs that are proposed for general education status will receive their proposed designation(s). In this instance, a course or program must first be approved by APPC before it will be considered by the General Education Committee. Once the Committee makes a decision the legislation of the course is complete.

2. To review, initiate, or recommend faculty action on proposals for substantive changes to general education, including policies and procedures. This includes sending information items to APPC regarding substantive changes to general education and, in cases where GEC votes to make a significant change to the fundamental structure of general education (i.e. adding to or deleting from any part that was created by the Gen Ed Task Force and voted on by the entire faculty), submitting proposals to APPC for legislative approval.

3. To conduct the academic assessment of the general education program, supported by the appropriate faculty at large.

4. To conduct periodic program reviews of general education, informed by assessment data.

5. To advise the Director of General Education on the implementation of the General Education program.

ARTICLE VI
LEGISLATIVE PROCEDURES
The legislative procedures of the faculty governance are designed to focus faculty-wide attention on institutionally-significant, strategic decision making. For local legislative items, those closest to the details are allowed to resolve them at the local level, providing that an institutional context is taken into account during the decision making. To allow for efficiency of the process as well as the highest quality legislation, all parties proposing legislation or conducting program reviews should work closely with other individuals or groups able to provide meaningful input and/or for whom the action is relevant. As such, regardless of whether an item is destined to be resolved at a local level, acted upon by a standing committee, or submitted for the endorsement of the faculty, those proposing legislative items should consult initially with the relevant deans.

Section 1. Local Items: Departments and Programs.

A. Legislative Process.
Legislative items whose effects are confined to one or two departments or an interdisciplinary program often may be resolved by the department chair(s) or interdisciplinary program coordinator(s) in consultation with the deans and the Office of Academic Affairs. In the case of undergraduate legislative proposals, deans may seek consultation with other deans in order to provide for wider consideration of an item. For legislative items, assuming agreement among the department chair(s), deans, and the Office of Academic Affairs, the relevant dean shall report the item to the secretary of record for posting with official faculty business. Following a standard waiting period (defined as a full two-week period contained within an academic semester or semesters, excluding May Term and summer) the item will be considered adopted by the faculty. During the waiting period, the faculty speaker, any member of the Governance Steering Committee, or a group of fifteen members of the Voting Faculty may request an item be moved onto the agenda of a standing committee or to a meeting of the faculty. In such instances, the item will be subject to the legislative process for institutional items. The faculty speaker, in consultation with the provost and vice president for academic affairs and other members of the Governance Steering Committee, will decide upon a strategy for deliberation on the item as well as a timeline.

Examples of items that may conclude with departments/programs:

- Change in course names and numbering
- Deletion of courses having no implications for general education, or for other departments or programs
- Addition of courses having no implications for general education, other departments or programs, or total numbers of course offerings in a department
- Change in course prerequisites
- Change in requirements for major [assuming institutional guidelines (e.g., min/max hours)]
- Change in requirements for minor [assuming institutional guidelines (e.g., min/max hours)]
- Co-listing of courses across departments

Section 2. Institutional Items: Faculty Committees, and/or Faculty.

A. Legislative Process:
Legislative items often have implications for the College or the faculty as a whole. Such concerns may be submitted to a faculty committee, or by a group of fifteen members of the faculty. Upon receipt of an item for committee consideration, the faculty speaker, in consultation with the provost and vice president for academic affairs and members of the Governance Steering Committee, will decide upon a strategy for deliberation as well as a timeline.

1. Committee Action: In most cases, an item will be passed to a committee which will conduct its deliberation, calling relevant persons to participate, and will formulate a recommendation concerning the item. Upon a committee’s recommendation to the faculty that an item be accepted, the secretary of record shall post the item with official faculty business. Following the standard waiting period the item will be considered adopted by the faculty. During this period, the faculty speaker, the provost and vice president for academic affairs, the Governance Steering Committee, a majority vote of the relevant committee, or a group of fifteen members of the Voting Faculty may call for action on the item by the entire faculty.

Examples of items that may conclude with committee action include:

- Addition of courses having implications for general education
- Policy on cross-listing courses
- Policy on double dipping
• Institutional procedures for proposing courses

2. **Hearings**: At times, a committee may ask to hold a hearing so as to receive College-wide opinion on policy proposals that have institution-wide significance and/or departmental legislation that has significant effects outside the confines of that department. On such occasions, committees may request that the faculty speaker schedule a hearing. The faculty speaker will schedule the hearing and set the hearing agenda in consultation with the relevant committee chair and the provost and vice president for academic affairs.

3. **Faculty Action**: On occasions, committee votes with unusually broad impact may be directed to the faculty for endorsement. The decision to take an item to the faculty may be made by the faculty speaker, the provost and vice president for academic affairs, the Governance Steering Committee, or a majority vote of the relevant committee, typically in advance of an item entering the legislative process, but occasionally as deliberation proceeds. Legislative proposals that come from a committee to the faculty will include the following: a recommendation for action; the historical, institutional, or higher education context, when relevant; the process of review and deliberation; and a minority report, should one exist. Faculty members may make comments concerning the merits of the proposal and propose minor amendments, but it is not expected to be significantly changed or re-crafted within a faculty meeting. Rather, an item from a committee will be reviewed by the faculty and voted up or down. Should an item that comes from a committee be rejected, the item may be sent back to the committee for additional deliberation, should the faculty deem such action useful. Following acceptance of an item by the faculty, the secretary of record shall post the item with official faculty business.

Examples of items that may conclude with action by the faculty include:

• Change in policy on + / - grading
• Change from course credits to credit hours
• Change in Bachelor of Science core
• Major changes in the general education curriculum
• Change in workload policy
• Change in governance
• Revisions in Articles of Faculty Evaluation

Article VII will be replaced in its entirety, pending the approval of a separate proposal submitted by FWC.

**ARTICLE VII**

**PROMOTION AND TENURE COMMITTEE**

The Promotion and Tenure Committee is responsible for making recommendations to the provost and vice president for academic affairs regarding the mid-term review, tenure, and promotion of full-time tenure-track faculty members as well as for making recommendations regarding the six-year review for extended appointments and promotion of full-time non-tenure track faculty. The committee reviews and makes a recommendation to the provost and vice president for academic affairs regarding any mid-term review in which a terminal contract has been recommended for a faculty member. The committee is also responsible for reviewing and making a recommendation to the provost and vice president for academic affairs in cases where a faculty member appeals a rating received as the result of a five-year post-tenure review. The committee may propose legislation to the Voting Faculty through appropriate standing committees.
Section 1. Promotion and Tenure Committee

A. Membership. The Promotion and Tenure Committee shall be composed of seven members as follows:

1. Committee Chair. A tenured full professor who shall be elected at large by the Voting Faculty for a three-year term. The chair shall be ineligible for re-election to a consecutive term as committee chair. In addition to chairing committee meetings, the chair is responsible for assuring full implementation of the committee's policies and procedures, and coordinating the committee's work with the provost and vice president for academic affairs. The chair is responsible for record keeping of committee actions and recommendations. The chair shall be a voting member of the committee.

2. School and College Representatives. Two tenured faculty members from the College of Arts and Sciences (CAS), and one tenured faculty member each from the School of Business and Entrepreneurship (SBE) and the School of Education and Health Sciences (SEHS) elected by the full-time teaching faculty in each college or school to three-year terms. School and College representatives are ineligible for re-election to consecutive terms as School or College representatives.

3. One full-time teaching faculty member with a rank of at least associate professor (including full-time non-tenure track faculty) elected at-large by the Voting Faculty for a three-year term. This member is ineligible for re-election to a consecutive term as at-large representative.

4. One non-tenured tenure-track faculty member elected at large by the Voting Faculty for a three-year term. This member is ineligible for re-election to a consecutive term as the at-large representative.

Faculty terms shall be staggered so that no more than three members will be new in any given year.

B. Responsibilities:

1. To conduct professional evaluations of full-time teaching faculty and make recommendations to the provost and vice president for academic affairs on mid-term review, tenure, and promotion.

2. To review and make a recommendation to the provost and vice president for academic affairs regarding any mid-term review in which a terminal contract has been recommended for a faculty member and to review and make a recommendation to the provost and vice president for academic affairs in cases in which a faculty member appeals a rating received as the result of a five-year review.

3. In consultation with the provost and vice president for academic affairs, recommend changes to the evaluation processes for review and consideration by the Faculty Welfare Committee.

C. Procedures:

1. Deliberations of the committee shall be confidential, except that each faculty member being considered, along with their department chair, their dean and the provost and vice president for academic affairs, shall be advised of the committee’s recommendations, immediately upon the conclusion of their deliberations.

2. Candidates undergoing mid-term review shall appear before the committee.

3. A member of the Promotion and Tenure Committee will recuse themselves from the discussion and vote when the candidate is a member of their department and the Promotion and Tenure Committee member has already voted at the earlier departmental review.
ARTICLE VIII
ADMINISTRATIVE, ADVISORY, AND ALL-COLLEGE COMMITTEES

The faculty has many roles and responsibilities not included within the standing legislative committees of the faculty and the Promotion and Tenure Committee (see Articles V and VII). As such, the faculty has established committees to perform certain advisory functions and to assist in the administration of certain programs. Each of these advisory and administrative committees shall operate according to criteria and procedures approved by the faculty. The faculty also provides representatives to committees that have been established separately from the faculty governance. These all-College committees are listed here to identify those persons who shall serve as faculty representatives to advisory committees with an institutional scope and campus-wide membership.

Section 1. Advisory Committees
A. **Committee on Undergraduate Academic Standing.**
   1. **Membership.** The committee shall be composed of five members, as follows: two members of the faculty appointed at large by the provost and vice president for academic affairs for three-year staggered terms, the assistant vice president for student affairs and dean of students, the registrar, and the committee chair, who shall be the provost and vice president for academic affairs or their designee.
   2. **Responsibilities and Procedures.** The committee will decide on academic probation and dismissal cases at the conclusion of each academic semester, except summer.
      a. At least three committee members (one of whom must be a faculty member) adjudicate student appeals in dismissal cases.
      b. For an appeal, the student must present a petition in writing.
   The committee periodically will review policies relating to academic standing, academic integrity, honors at graduation and President’s List, and make recommendations to the appropriate legislative body.

B. **Committee on Graduate Academic Standing.**
   1. **Membership.** The committee shall be composed of three members, as follows: one faculty member appointed by the provost and vice president for academic affairs for a three-year term, the assistant dean for operations and admissions in the School of Graduate & Professional Studies or designee appropriate to student cases under consideration, and the committee chair, who shall be the dean of the School of Graduate and Professional Studies.

   2. **Responsibilities and Procedures.** The committee will decide on academic probation and dismissal cases at the conclusion of each academic semester. The committee will adjudicate student appeals of such cases. In an appeal, the student must present a petition in writing and has the prerogative of appearing before the committee. The student’s advisor may be present.

C. **Academic Programs Assessment Committee.**
   1. **Membership.** The committee shall be composed of six members, as follows: the assistant provost and director of the Office of Institutional Effectiveness and Planning who will serve as chair and five faculty members, appointed at large by the provost and vice president for academic affairs for three-year terms.
2. **Responsibilities.** The committee will assume supervisory responsibility for academic program assessment plans and will support the assistant provost and director of the Office of Institutional Effectiveness and Planning to ensure that the assessment of student learning in academic programs will be coordinated with College-wide assessment activity. The committee will gather, review, and provide feedback on academic assessment data provided by departments and programs. The committee will prepare the Academic Programs Assessment Report each year, summarizing assessment activities, highlighting significant findings, and making recommendations. The Academic Programs Assessment Report will be presented to Academic Programs and Policies Committee for discussion and approval during the spring semester. Once approved, it will be forwarded to the faculty in accordance with governance requirements and will feed into the following year's planning for student learning initiatives, the development of the next academic programs assessment plan, program review, and strategic planning.

Section 2. Faculty Administrative Committees.

A. **Teacher Education Committee.**

1. **Membership.** The committee shall be composed of seven members as follows: three faculty members outside of the education department, appointed by the provost and vice president for academic affairs, one of whom will be appointed as committee chair; one placement coordinator; and three full-time members of the education department including the department chair, one full-time faculty member in secondary education, and one full-time faculty member in elementary education. The two full-time faculty members and the placement coordinator shall be elected by the members of the education department. When discussions of the committee relate to policy changes, the meetings will be open to the campus community.

2. **Responsibilities.** The committee will provide input on policies consistent with state certification requirements regarding coordination between the education department and cooperating departments in the education of students seeking teacher certification. The committee will meet as needed to evaluate and discuss changes to policy, act as the final arbiter of appeals for students dismissed by the program, and/or for students who are referred to this body for academic and professional concerns. The committee will follow the due process procedure outlined in the Education Department Student Handbook.

B. **College Honors Programs.** The College offers several special academic programs coordinated by the director of College Honors Programs, who is appointed by the provost and vice president for academic affairs. Included among these special programs is College Scholars. In the administration, coordination, and planning for these programs, the director will report to the dean of College Programs and often consult with relevant members of the faculty, as well as special committees instituted by the faculty to participate in the administration of certain programs.

1. **College Scholars Committee.**

   a. **Membership.** The committee shall be composed of seven members, as follows: three faculty members, appointed with attention to committee purpose and
methodological diversity by the provost and vice president for academic affairs to serve two-year, staggered terms; three College Scholars Program participants selected by all program participants; and the director of College Honors Programs, who will serve as chair.

b. Responsibilities. Working with the director of the Office of College Honors Programs, the committee members will develop policies, rules, and procedures to guide the program; develop guidelines for admitting students to the program; assist in soliciting honors course proposals from the faculty; assist in scheduling honors courses; serve as liaisons with the schools/college; assist in advising honors students; approve individualized programs of honors study; assist in organizing, as well as participate in, co-curricular honors activities; and work to integrate the College Scholars Program with other special academic programs.

2. Richter Committee.
   a. Membership. The committee shall be composed of four members, as follows: The director of undergraduate research and prestigious fellowships who will serve as chair and three faculty members appointed with attention to committee purpose and methodological diversity by the provost and vice president for academic affairs to serve two-year, staggered terms.

   b. Responsibilities. The committee will develop policies, rules, and procedures to guide the program; review and select student proposals to be funded; serve as advisors to faculty members as to details of the policies and procedures; encourage other faculty members to participate as Richter advisors; and assist the director of undergraduate research and prestigious fellowships in providing feedback to student applicants.

C. The Center for Global Education. The college offers several study abroad and domestic intercultural programs, serving both students and faculty members, which are coordinated by the executive director and assistant dean of the Center for Global Education, who is appointed by the provost and vice president for academic affairs. In addition, the Center for Global Education is closely involved with the recruitment of international students and is a primary source of academic support for those who attend the College. In the administration, coordination, and planning for these programs, the executive director and assistant dean of the Center for Global Education often will consult with the director of the Leadership, Ethics and Values Program, the relevant staff members in the Office of Academic Affairs, the Office of Multicultural Affairs, the Cultural Events Committee, as well as the International Programs Committee, a committee instituted by the faculty to assist in the administration of international programs.

1. International Programs Committee.
   a. Membership. The Committee shall include seven members: the executive director and assistant dean of the Center for Global Education, shall serve as chair; four faculty members, appointed for two-year terms by the provost and vice president for academic affairs, to include one chosen from those who have previously served as a faculty participant in a North Central study abroad program, and three faculty members appointed with attention to committee purpose and individual interests; and two students appointed by the executive
director and assistant dean of the Center for Global Education in consultation with the committee. The students shall be appointed from among those in two of the following groups: international students, study abroad returnees, or Global Studies majors.

b. Responsibilities. The committee assists the executive director and assistant dean of the Center for Global Education in identifying, developing, coordinating, overseeing, and evaluating the internationalization of the campus and the College's off-campus academic programs, both study abroad and domestic intercultural programs. The committee also reviews matters related to the general welfare of international students; assists in locating and applying for grants to support international curricular and co-curricular programs; works to strengthen all aspects of faculty development related to international education; reviews and evaluates all co-curricular international programming; and helps to identify and promote international education and related activities by establishing working relationships with other academic institutions and external agencies.

Section 3. All-College Committees.

A. **Liaison Committee.** Established by the Board of Trustees, the Liaison Committee promotes communication and mutual understanding among faculty, students, trustees, and administrators. It meets before each general Trustee meeting to discuss issues and share information.

1. **Membership.** The committee shall be composed of fourteen members, as follows: four members of the faculty, including the faculty speaker, chair of the Academic Programs and Policies Committee, chair of the Faculty Development and Recognition Committee, and chair of the Faculty Welfare Committee; four administrators: president, provost and vice president for academic affairs, vice president for student affairs and strategic initiatives, and the dean of the School of Graduate and Professional Studies; three students selected by the Student Governing Association for two-year staggered terms (at least one of whom is a commuter student); and four trustees, one of whom serves as chair of the committee.

2. **Faculty Responsibilities.** During meetings of the committee the faculty representatives will communicate ideas, reactions, and concerns of the faculty, and shall make a report to the faculty subsequent to meetings of the Board of Trustees.

B. **Welfare and Benefits Committee.** Established by the College Cabinet, the Welfare and Benefits Committee offers an institution-wide forum for advising the College on matters of faculty, staff, and administrative welfare.

1. **Membership.** The Welfare and Benefits Committee shall be composed of six members, as follows: the chair of the Faculty Welfare Committee will serve as the chair; one additional faculty member selected from among those serving on the Faculty Welfare Committee; the vice president for finance or designee, the assistant vice president for human resources; and two staff members.
2. **Responsibilities.** The committee will review and make recommendations on matters other than professional status which affect the general welfare of the faculty, staff, and administration. The committee also will advise the vice president for finance on matters related to the College fringe benefits program.

C. **Cultural Events Committee.** Established by the College Cabinet, the Cultural Events Committee provides leadership in promoting the cultural life of the College.

   1. **Membership.** The Committee shall be composed of thirteen members, as follows: three faculty members; three students; one member from each of the following administrative units appointed by the respective vice presidents: the Office of Marketing and Communications; Leadership, Ethics, and Values Program; the Office of Multicultural Affairs and Leadership; the Office of Corporate and Community Relations; the chaplain; the vice president for student affairs and strategic initiatives or designee; and the provost and vice president for academic affairs or designee. Faculty shall be appointed by the provost and vice president for academic affairs for two-year staggered terms and students shall be appointed by the dean of students in consultation with the Student Governing Board. The provost and vice president for academic affairs or designee shall also serve as committee chair. Other persons may be appointed to advise the committee as appropriate to bring special perspectives and expertise to planning campus cultural events.

   2. **Responsibilities.** The committee will develop a comprehensive program of speakers, distinguished visitors, semester conferences, convocations, arts events, and other intellectual and cultural activities which enrich the College community. These programs will be developed to support the academic mission of the College, provide co-curricular programming which complements classroom learning, explore issues of public concern which engage the full range of liberal arts and pre-professional disciplines, and address the relationship between liberal arts education and career preparation. In planning events, the committee shall solicit proposals widely from the campus community and coordinate the scheduling of events throughout the academic year. The committee will also administer a budget for these programs, handle program arrangements, and provide local hospitality for campus guests. The Office of Academic Affairs shall be responsible for the administrative support of cultural events programming.

D. **Institutional Review Board/Institutional Animal Care and Use Committee (IRB/IACUC).**

   Established by the College Cabinet, the IRB/IACUC safeguards the welfare of human participants and animal subjects in research, providing prompt feedback to faculty and student researchers and facilitating education and campus conversation about ethical research. The IRB/IACUC is comprised of two subcommittees, each of which will maintain its own records, including minutes from meetings: 1) the IRB, which ensures that the rights, privacy and welfare of all human participants are protected according to the principles set forth in the Belmont Report and codified in CFR 45 PART 46; and 2) the IACUC, which ensures that vertebrates used in classrooms and research are necessary and accorded the appropriate care.

   1. **Membership.**

      The IRB/IACUC shall be composed of seven members appointed by the provost and vice president for academic affairs: four faculty members, each representing one of the following areas: 1) social sciences; 2) psychology; 3) humanities/ethics/law; and 4) animal research. The provost and vice president for academic affairs will designate a
committee member from one of the first three categories to serve as chair. The assistant provost and director of the Office of Institutional Effectiveness and Planning will serve as a non-voting, ex-officio member and representative of the provost and vice president of academic affairs. In addition, in consultation with the chair of IRB/IACUC, the provost and vice president of academic affairs will appoint an attending veterinarian and a community member who is not involved in human or animal research or affiliated with the institution or an immediate family member of a person affiliated with the institution.

- The IRB subcommittee will consist of five members: the three faculty members representing social sciences, psychology, and humanities/ethics/law, one being the chair of the IRB/IACUC who will also serve as the IRB coordinator, the community member, and the assistant provost and director of the Office of Institutional Effectiveness and Planning who will serve as a non-voting, ex-officio member.

- The IACUC subcommittee will consist of five members: 1) the faculty member who is “a practicing scientist experienced in research involving animals” who will also serve as the IACUC coordinator; 2) the attending veterinarian; 3) the assistant provost and director of the Office of Institutional Effectiveness and Planning who will also serve as the Institutional Officer or IO; 4) the community member; and 5) the humanities/ethics/law member who satisfies the requirement that there be a “member from a non-scientific discipline.”

2. **Length of Term.** All faculty appointments to the IRB/IACUC will be for three-year terms that are staggered to provide continuity. Given the extensive training that will be required, members will ordinarily serve two terms so that they can continue to develop their expertise.

3. **Responsibilities.**
   - Upon appointment, IRB/IACUC members will complete a series of modules provided in an online training program such as CITI and augmented by opportunities to attend workshops and conferences. Additionally, IRB members will receive the reference handbook recognized as standard in the profession, currently, *Institutional Review Board: Member Handbook*; IACUC members will receive the *Guide for the Care and Use of Laboratory Animals*.
   - The chair of the IRB/IACUC will complete review of, and, when necessary, provide oversight of the review process for exempt status as described in the policy as well as provide leadership in implementing and fulfilling other IRB/IACUC responsibilities.
   - The IRB/IACUC will oversee the online training program selected for campus-wide use in order to help student and faculty researchers avoid misconduct and to heighten awareness of the ethical responsibilities that accompany human or animal subjects research. The IRB/IACUC will monitor previously approved ongoing research projects and suspend or terminate approval of research that is not being conducted in accordance with policies.
   - The IRB/IACUC will facilitate conversations about ethics and enhance the understanding of ethical principles through class visits and workshops for undergraduate researchers and faculty.
4. Registration and Compliance Responsibilities.

- At an interval of no more than triennially, the IRB/IACUC will systematically review its guidelines to ensure compliance with the federal regulations and will propose revisions to the College administration as appropriate.

- The assistant provost and director of the Office of Institutional Effectiveness and Planning will register the IRB for Federal-wide Assurance for the Protection of Human Subjects (FWA) and with the Office for Human Research Protections (OHRP). This is a pledge on behalf of the College that all research involving human subjects conducted by members of the NCC community will comply with federal regulations for the protection of human subjects.

- The assistant provost and director of the Office of Institutional Effectiveness and Planning will register the IACUC with the Office of Laboratory Animal Welfare (OLAW) and obtain a Letter of Assurance of Compliance every five years to assure eligibility for Public Health Service (PHS) funding.

- The IACUC Coordinator will compile the necessary documents and submit them to the IO. These documents will fully describe the institution’s program, policies, and procedures along with a commitment of the College to comply with the PHS Policy.

- The IACUC Coordinator, in conjunction with Human Resources and Business Operations, will develop policies and maintain practices consistent with the Occupational Health and Safety Program (OHSP) that assist in maintaining a safe and healthy workplace.

The IACUC Coordinator will report any complaints, violations, or significant deviations from the provisions of the Guide for the Care and Use of Laboratory Animals to the IO so that the IO can promptly report incidents to the Director of Compliance and Oversight at OLAW. The contents of the PHS Suspension/Noncompliance Report will include a full explanation of circumstances, description of corrective action taken, and minority views filed by IACUC. The IACUC coordinator will draft an annual report describing activities of the previous calendar year to be submitted by the IO to OLAW by January 31st. All reports are to be made available on the password-protected IACUC web site for a minimum of three years. Hard copies of the report will be kept in the office of the IACUC coordinator for a minimum of three years.

*Procedural details and official North Central College policies pertaining to institutional review practice, research misconduct, and ethics training can be found here:
http://cardinalnet.northcentralcollege.edu/cfaculty/institutional-review-boardinstitutional-animal-care-and-use-committee

E. Budget Committee. Established by the College Cabinet, the Budget Committee provides input into the preparation of the preliminary budget for the next academic year.

ARTICLE IX
ELECTION PROCEDURES

As provided in these Articles, faculty shall be elected at large or by schools or college to fill positions herein as officers and representatives of the faculty. These procedures emphasize a nomination and screening process designed to produce candidates with appropriate qualifications for each position and a uniform and democratic election process. Faculty elected to governance positions, whether through
at-large election or by schools or college, are expected to consider the needs and interests of all faculty and the institutional context.

As all full-time faculty have faculty citizenship responsibilities according to College policy, all faculty shall be eligible for nomination and election unless individually exempted by the Faculty Elections Committee due to other citizenship service or by various position restrictions.

Section 1. The Faculty Elections Committee. Faculty Elections Committee shall supervise the faculty elections process. The committee shall consist of one faculty member from the School of Business and Entrepreneurship, one from the School of Education and Health Sciences, and one from the College of Arts and Sciences elected at large on a staggered basis for two-year terms. The Committee will name its own chair. The Elections Committee will announce the results of all elections (at large and schools/college).

Section 2. Election Procedures.

A. Nominations. The Faculty Elections Committee will announce positions for which at-large elections will be held and invite faculty nominations. These nominations may be in writing or via e-mail. All nominations must be accompanied by the signature of the nominator with an e-mail nomination being considered signed via the initiating of the e-mail. Faculty may both propose colleagues or nominate themselves for these positions. The timeline for elections shall be announced when the call for nominations is issued.

B. Slate-making. The faculty speaker will meet with the Faculty Elections Committee after the open nominations deadline to prepare a slate of candidates for each position, considering the experience and qualifications of those nominated. Every effort shall be made to identify at least two candidates for each at-large position. The slate will include all qualified candidates nominated in Section 2A above who have agreed to run.

C. Elections. The slate of candidates to be elected at large will be announced in advance of the distribution of ballots, and nominations will be accepted until that time. If only two candidates are on the ballot, then the plurality method of voting (whomever receives the most first-place votes is declared the winner) will be used. In the case of a tie, the winner will be decided via a coin-flip. If three or more candidates are on the ballot, then the Borda Count method of voting will be used to determine a winner. If \( n \) candidates are on the ballot, then voters rank candidates with 1 for first choice, 2 for second choice, leaving blank any candidates they wish to not rank. Voters may rank as many candidates as they choose. Then, the votes are tallied via a weighted point system. A vote of 1 earns \( n \) points, a vote of 2 earns \( n - 1 \) points, ..., and a vote of \( n \) earns 1 point. An unranked candidate earns no points. The candidate earning the most points is declared the winner. In the case of a tie, the candidate with the most 1 votes is declared the winner. If a tie still exists, the winner is determined via a coin-flip.

D. At-Large Elections. The slate of candidates to be elected at large will be announced in advance of the distribution of ballots, and nominations will be accepted until that time. When appropriate, at-large elections will be held during fall semester for faculty speaker, Promotion and Tenure Committee chair, Academic Policies and Procedures Committee chair, Faculty Development and Recognition Committee chair, and Faculty Welfare Committee chair (in that order), followed by at-large faculty representatives to Promotion and Tenure Committee.
E. School/College Elections. School/College Committee representatives will be elected at school/college faculty meetings after completion of the at-large faculty elections. School/college elections will occur in the same order as at-large elections of the committee chairs, with College Graduate Studies Council and General Education Committee representatives elected following Faculty Welfare Committee representatives. These elections will be completed by the end of the spring semester.

F. Other At-Large Elections: Elections for open positions to the Grievance Panel and Faculty Elections Committee will occur subsequent to school/college elections.

G. Appointed Positions. Faculty appointed positions will be filled after elections have been completed, but no later than the end of the academic year. Appointed positions shall be for a term of one year, unless otherwise designated.

H. Term of Office. The governance calendar year runs from August 1 - July 31. Summer work will be required rarely and only under special circumstances. New terms of office begin August 1. Terms end July 31 of their appropriate year. Newly-elected and appointed committee members should meet with committees for orientation purposes late in spring semester.

Section 3. Mid-Term Vacancies. If a mid-term vacancy due to resignation or other reason occurs in an at-large position, the faculty speaker, in consultation with members of the Steering Committee, will appoint a replacement until the position can be filled in a manner consistent with the regular elections procedure. In the case of a vacancy involving a college- or school-elected representative, the appropriate dean, in consultation with the relevant college/school, will appoint a replacement until the position can be filled in a manner consistent with the regular elections procedure.

ARTICLE X
GRIEVANCE PROCEDURES

A grievance is an allegation that there has been a deviation from, misinterpretation of, or misapplication of College personnel policy; academic freedoms; other faculty rights; or civil rights, including discrimination on the basis of race, color, ethnicity, national origin, sex, gender, gender identity, age, mental or physical disability status, religion, marital status, citizenship, order of protection status, military or veteran status, sexual orientation, genetic information, unfavorable military discharge (except dishonorable discharges), or any other characteristics protected by law.

This article outlines the procedures to resolve grievances and to offer recommendations for resolution in two types of situations: faculty work-situation grievances in Section 2 and faculty evaluation grievances in Section 3. All grievances involving civil rights, including discrimination on the basis of the characteristics identified above, as well as harassment, sexual misconduct, and retaliation are handled according to the procedures outlined in the College-wide Personnel Policy Guide.

Section 1. General Principles and Definitions

A. General Principles

1. The grievance procedures are designed to provide a fair and equitable process to all parties involved in the grievance.
2. Confidentiality is of paramount importance. The formal hearing and deliberations will be conducted in private.
3. The grievance procedures provide an efficient and easily understood process to resolve a grievance in a timely way. The number of work days in the procedures refer to regular business days including summer, but excluding weekends, holidays, and official College closings.
4. In all cases, the burden of proof, supported by a preponderance of the evidence, is on the responding party.
5. Any full-time, half-time, or part-time faculty member may use these procedures.

B. Definitions
1. Informal grievance: a complaint about a faculty work situation that involves an attempt at a direct resolution between the involved parties or a resolution by an immediate supervisor.
2. Formal Grievance: a formal written petition signed by the responding party that provides a succinct account of the grievance and other details outlined below. A formal grievance is resolved through a formal hearing process conducted by a Grievance Committee.
3. Grievant: a person (or persons) who files a formal grievance
4. Respondent: a person (or persons) or a committee against whom the grievance is brought and who is named in the formal grievance petition.
5. Grievance Panel: Ten tenured faculty members shall be elected at large for two-year, staggered terms to constitute the College grievance panel. A total of four members of the panel will be replaced each year. It is hoped that the faculty will nominate and elect a panel representative of the diversity present in our teaching community.
6. Grievance Committee: Three members of the ten-member Grievance Panel constituted upon the filing of a formal complaint/petition.
7. Witness: A person who provides supporting evidence to the Grievance Committee at the request of the grievant, the respondent, or the Grievance Committee.
8. Advisor: The grievant and the respondent may each have one advisor of his/her choice from within the College community to provide counsel and support.

Section 2. Faculty Work-Situation Grievance Procedures

Prior to filing a formal grievance, a faculty member with a work-situation complaint must first attempt to resolve the issue(s) using the informal grievance procedures. It is desirable and expected that most disputes involving work situations will be resolved by informal means. Informal resolution for potentially disruptive concerns allows for disputes to be settled quickly and fosters mutual understanding of the responsibilities of those who must continue to work together.

A. Informal Grievance Procedure. The steps for informal resolution can take no more than 40 work days from the time the grievant becomes aware of the alleged violation.
1. Direct Resolution. A faculty member who feels there are grounds for a grievance is required to communicate, preferably in a face-to-face meeting, with the person or persons whose action or failure to act constitutes the alleged violation. This communication must occur within 20 work days of the time the grievant becomes aware of the alleged violation. By mutual agreement, the matter may be resolved at this point.
2. Supervisor Resolution. If this attempt at direct resolution is unsuccessful, the grievant must contact in writing the appropriate supervisor within five work days of the
unsuccessful direct communication. Examples of some supervisory relationships are outlined in the following table:

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<tr>
<th>Parties to the Grievance</th>
<th>Supervisor with Authority to Resolve</th>
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<tbody>
<tr>
<td>Two faculty from the same department</td>
<td>Department chairperson</td>
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<tr>
<td>Two faculty from different departments</td>
<td>Appropriate department chairs</td>
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<tr>
<td>Faculty member and department chair</td>
<td>Appropriate dean</td>
</tr>
<tr>
<td>Faculty member and academic dean</td>
<td>Provost and vice president for academic affairs</td>
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The grievant should consult with the provost and vice president for academic affairs if he/she is unclear about who the appropriate supervisor is in a particular situation. The supervisor will seek to resolve the matter between the involved parties.

This attempt at resolution by the supervisor must be completed within 15 work days of being informed about the attempt at direct resolution. If this process fails to resolve the complaint, the grievant may initiate a formal grievance against the original party. The grievant may not file a grievance against the supervisor who attempted resolution.

B. Formal Grievance Procedure for a Work-Related Situation.
   1. Filing a Formal Grievance for work-related situations.
      If informal resolution steps are unsuccessful, the aggrieved faculty member may submit a signed and dated grievance petition to the faculty speaker, with a copy to the academic affairs office, within five business days from the unsuccessful supervisor resolution. If the respondent is the faculty speaker, then the grievance petition should be submitted to the provost and vice president for academic affairs who will take on the role of the faculty speaker in the procedures below. If more than one faculty member claims the same grievance, they may join in the grievance so long as they sign and date the petition. The grievance petition shall
      - state the person (or persons) the grievance is against,
      - describe in detail the nature of the alleged violation(s)
      - summarize the steps taken to resolve the grievance informally
      - identify the specific redress being sought.

      The Office of Academic Affairs must provide copies of the grievance petition to person(s) against whom the grievance has been filed within five business days of the filing. The filing date shall be stamped on the petition by the Office of Academic Affairs and will operate as the date from which all time periods hereinafter are calculated.

   2. Establishment of a Grievance Committee
      Within 10 work days of filing of a formal grievance petition, the faculty speaker shall establish a Grievance Committee consisting of three members chosen by lot from the eight-member panel; in no event shall a member of the panel be assigned to consecutive cases. In constituting the committee, the grievant and the respondent shall each have one preemptory challenge to be
filed with the faculty speaker in writing; panel members with a conflict of interest are expected to recuse themselves. Within three business days of receiving a challenge or recusal, the faculty speaker must name the next member of the panel to be chosen by lot to serve on the Grievance Committee. The faculty speaker informs the academic affairs office of the committee members and the academic affairs office provides the copies to them prior to the first meeting.

3. Grievance Committee Procedures and Timeline
   The Grievance Committee shall meet within 10 business days of its selection to review the grievance petition and to elect one of its members to act as chair. The committee shall hold a hearing. The committee may grant appropriate continuances to enable either party to investigate evidence or for any other reasonable purpose. The committee shall have the authority to request information and pertinent documents from the grievant, the respondent, and persons not parties to the grievance.

4. Grievance Hearing
   The hearing must occur within 10 business days of the committee's first meeting, unless the committee and involved parties mutually agree in writing to a later date. Parties to the grievance must be notified at least five business days in advance of the time and place of the hearing. The hearings shall be closed. Parties to the grievance may attend the hearing, may be accompanied by their faculty or staff advisor, may present evidence orally or in writing, shall have the right to interview witnesses and rebut evidence. The hearing shall be recorded; normally, a written transcript of the hearing will not be made.

5. Grievance Committee Decision
   The Grievance Committee has five business days following the hearing to communicate its decision. The Committee shall report its findings and recommendations in writing to the parties to the grievance, the Faculty Speaker, the Provost and Vice President for Academic Affairs, and the President. After turning over its records to the Academic Affairs Office, the Committee is dissolved.

   Ultimate disposition of a grievance when the resolution is contested by the grievant or the respondent rests with the president, who will report a decision to the parties to the grievance, to the Faculty Speaker, and to the Provost and Vice President for Academic Affairs, after which the case is completed.

6. Grievance Records
   The Grievance Committee shall keep full records of its proceedings. These records shall be maintained following the hearing in a permanent file in the academic affairs office. All documents pertaining to a grievance shall be filed and shall be regarded by the College as confidential. Following disposition of the grievance. Parties to the grievance may review the permanent file and make notes from it, but they may not remove or electronically record its contents. The records will be held for a period of not less than three years from the date of final resolution, after which the records will be destroyed.

Section 3. Faculty Evaluation Grievance Procedures

A. Purpose
   The purpose of this procedure is to provide grievance rights to faculty members for specific circumstances related to the outcome of a faculty evaluation including non-reappointment, tenure
prognosis rating, denial of tenure, a five-year post tenure performance rating, a six-year performance rating for full-time, non-tenure track faculty, and denial of promotion. The Grievance Committee shall not substitute its judgment for the evaluative judgment of the Promotion and Tenure Committee members, the provost and vice president for academic affairs, or the president.

B. Grounds
Such grievances are limited to procedural errors or inadequate consideration:
Improper procedure: A grievance may allege that an evaluation decision was based significantly on improper procedure regarding issues having a bearing on the substance of the decision. Although the Grievance Committee does not rehear the case, it determines whether the evaluating body and/or the Provost and Vice President for Academic Affairs and the President followed the procedures stated in the Faculty Handbook in Appendix3.

Improper Consideration: A grievance may allege that an evaluation decision was based significantly on improper consideration because the review process involved at least one of the following:
1. Violation of academic freedom
2. Inadequate consideration in terms of personnel standards.

Reminder: Grievances involving civil rights, including discrimination are handled according to the procedures in the Discrimination, Harassment, Sexual Misconduct and Retaliation Policy outlined in the College-wide Personnel Policy Guide.

C. Filing a Formal Grievance related to Faculty Evaluation
In grievances involving faculty evaluations, the aggrieved faculty member may submit a signed and dated grievance petition to the faculty speaker with a copy to the academic affairs office. This must be accomplished within 20 business days of official notification by the College of the outcome of evaluation. Such grievances do not proceed through an informal resolution process. The grievance petition shall
1. state the person (or persons) or committee the grievance is against,
2. identify the particular evaluation outcome being grieved,
3. describe in detail the grounds for the grievance,
4. provide a statement of evidence in support of allegations,
5. acknowledge that the specific redress being sought is reconsideration of the evaluation decision by the evaluating body or person named in the grievance petition.

The Office of Academic Affairs must provide copies of the grievance petition to person(s) against whom the grievance has been filed within five days of the filing. The filing date shall be stamped on the petition by the academic affairs office and will operate as the date from which all time periods hereinafter are calculated.

D. Establishment of a Grievance Committee
Within 10 business days of filing of a formal grievance petition, the faculty speaker shall establish a Grievance Committee consisting of three members chosen by lot from the eight-member panel; in no event shall a member of the panel be assigned to consecutive cases. In constituting the committee, the grievant and respondent shall each have one preemptory challenge to be filed with the faculty speaker in writing; panel members with a conflict of interest are expected to recuse themselves. Within three business days of receiving a challenge or recusal, the faculty speaker must name the next member of the panel, to be chosen by lot to serve on the Grievance Committee. The faculty speaker informs the Office of Academic Affairs of
the committee members and the Office of Academic Affairs provides copies to them prior to the first meeting.

E. Grievance Committee Procedures and Timeline
The Grievance Committee shall meet within 10 work days of its selection to review the grievance petition and to elect one of its members to act as chair. The committee shall hold a hearing. The committee may grant appropriate continuances to enable either party to investigate evidence or for any other reasonable purpose. The committee shall have the authority to request information and pertinent documents from the grievant, the respondent, and persons not parties to the grievance. The committee is entitled to access the grievant’s evaluation file used in making the original decision. The Grievance Committee shall, at the hearing, interview the grievant and Promotion and Tenure Committee, and may interview anyone else who may have relevant information bearing on the evaluation procedures used.

F. Grievance Hearing
The hearing must occur within 10 work days of the committee’s first meeting, unless the panel and involved parties mutually agree in writing to a later date. Parties to the grievance must be notified at least five business days in advance of the time and place of the hearing. The hearings shall be closed. Parties to the grievance may attend the hearing, may be accompanied by their faculty or staff advisor, may present evidence orally or in writing, and shall have the right to interview witnesses and rebut evidence. The hearing shall be recorded; normally, a written transcript of the hearing will not be made.

G. Grievance Committee Findings
The Grievance Committee has five work days following the hearing to communicate its findings. The committee shall report its findings and recommendations in writing to the parties to the grievance, the faculty speaker, the provost and vice president for academic affairs, and the president. After turning over its records to the academic affairs office, the committee is dissolved.

There are two findings available to the Grievance Committee: (1) that the grievance has sufficient foundation to warrant reconsideration; and, (2) that the grievance is without sufficient foundation to warrant reconsideration. If the committee decides against reconsideration, the case is completed. If the Grievance Committee supports reconsideration, the Promotion and Tenure Committee (and/or the provost and vice president for academic affairs and/or the president) must comply, taking care to address the committee’s findings and recommendations. The reconsideration shall lead either to affirmation of the original decision or to modification or reversal.

Ultimate disposition of a grievance when the resolution is contested by the grievant or the respondent rests with the president, who will report a decision to the parties to the grievance, to the faculty speaker, and to the provost and vice president for academic affairs, after which the case is completed.

H. Grievance Records
The committee shall keep full records of its proceedings. These records shall be maintained following the hearing in a permanent file in the Office of Academic Affairs. All documents pertaining to a grievance shall be filed and shall be regarded by the College as confidential. Following disposition of the grievance, parties to the grievance may review the permanent file and make notes from it, but they may not
remove or electronically record its contents. The records will be held for a period of not less than three years from the date of final resolution, after which the records will be destroyed.

ARTICLE XI
AMENDING PROCEDURES
These Articles of Governance may be amended at a regularly scheduled or special Faculty meeting at which a quorum is present by a two-thirds vote of the Voting Faculty members present, including abstaining votes.

Section 1. Amendment Procedures.
A. An amendment will originate in a written proposal to the faculty speaker. The faculty speaker may refer the proposed amendment to the appropriate standing committee for review, schedule a hearing to receive College-wide opinion, or place it directly on the agenda of a regularly-scheduled faculty meeting or a special Faculty meeting called to consider the proposed amendment. An amendment may also originate in a seconded motion on the faculty floor. In the latter case no action will be taken on the proposed amendment until a subsequent faculty meeting.
B. All proposed amendments shall be considered action items and must be circulated to all faculty members at least two weeks in advance of the faculty meeting where action will be taken. The final vote on a proposed amendment will be delayed until the next faculty meeting if the proposed amendment is amended on the faculty floor, unless the rules are suspended.
## APPENDIX 3
### Faculty Evaluation Policies and Procedures

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This policy may be amended or revised from time to time as circumstances or changing conditions may warrant.

### Section I. Goals and Assumptions for Faculty Evaluation

The goals and assumptions which follow represent principles of faculty evaluation at North Central College. They are intended to guide to the extent possible a consistent and fair evaluation of each faculty member according to principles of due process as a basis for future professional growth and College contributions.

#### I.A. Goals

1. To promote the improvement, growth, and development of the faculty member in their efforts to achieve and maintain a high level of performance.
2. To emphasize personal professional assessment and planning for professional development and future College contributions as central steps in faculty evaluation.
3. To ensure that department and deans of the college/schools provide advice and support to individual faculty members being evaluated.
4. To provide sufficiently detailed and timely evaluative feedback at each step of the evaluation process appropriate to the nature of the review being done.
5. To maximize the faculty member's ability to provide information to be reviewed as part of the evaluation process.
6. To create an evidence-based evaluation system that treats faculty fairly and consistently.
7. To ensure that mid-term tenure reviews, tenure decisions, and promotion decisions are informed by those with expertise in the faculty member’s discipline.

#### I.B. Assumptions

1. Effective evaluation provides timely feedback focusing on a balance of strengths and areas for improvement.
2. Effective evaluation provides feedback directed not only towards an assessment of past performance but also toward future goals.
3. Effective evaluation attempts to balance the interests of individual faculty members with institutional needs and realities.
4. An advocacy role by department chairs and deans on behalf of an individual faculty member should primarily involve assistance in preparing for the evaluation process and an explanation of the procedures by which it occurs.
5. Effective faculty evaluation rests upon the collection of evaluative information from those sources able to observe a faculty member’s professional performance, including students, colleagues, and department chairs.
6. Final decisions on tenure, promotion and non-reappointment are made by the president and the Board of Trustees.
7. Institutional factors that affect the viability of faculty positions should be examined annually and communicated to the faculty in a timely manner.
8. The Faculty Salary Model includes a long-term merit component based on evaluations for mid-term review, tenure, promotion and five-year, post-tenure evaluation. These salary increases should be added to the base salary.

Section II. Faculty Evaluation Criteria

Evaluation of faculty for annual reappointment, mid-term review, tenure, six-year extended appointment, promotion, five-year post-tenure/post-extended appointment review, and salary increases will be based on four criteria: teaching, mentoring, professional development, and scholarship/creative work, and citizenship/service. It should be noted that teaching effectiveness is paramount; no achievement in other areas of evaluation will redeem ineffective teaching. A faculty member cannot be successful at North Central College without being deemed an excellent teacher. It is also understood that faculty will place varied emphasis on individual performance criteria at different stages in their careers. In their early years, faculty typically focus primarily on the establishment of effective teaching; later on in the tenure probationary track they then broaden their emphasis to become good student mentors, active faculty citizens, and engaged scholars. Individual abilities and interests will result in more significant contributions in some areas than in others and may shift over time based on personal and institutional needs. All faculty evaluations, whether of tenured or untenured faculty, are based upon the following specific criteria. The different areas may receive different weights, depending on the kind of review and the faculty appointment category. However, the most important category of review in all faculty evaluations will be teaching.

Probationary Faculty:
Effective teaching is the primary, but not sufficient condition for successful mid-term and tenure reviews. In addition, probationary faculty members must demonstrate clear evidence of sustained and peer-reviewed professional development and scholarship/creative work; effective mentoring, and an appropriate level of college and community faculty citizenship.

Tenured Faculty:
Tenured faculty members undergoing post-tenure review are expected to demonstrate excellence in teaching. In addition, they should show evidence of continuing peer-reviewed professional development and scholarship/creative work, effective mentoring, and appropriate college and community citizenship. Outside the area of teaching, it is conceivable that a faculty member’s contributions might be weighted more heavily in one of the three other areas at different points in the faculty member’s post-tenure career. But at no point may a faculty member overly neglect any area.
Non-Tenure Track and Administrative Faculty:
Faculty in this category are expected to maintain a record of excellent teaching. They are also expected to demonstrate effective contributions in the areas of college/community citizenship (of which administrative leadership is a significant portion, for those in the appropriate category). They should be able to show evidence of effective mentoring, as well as of continued peer-reviewed professional development and scholarship/creative work that reflects continued engagement with their disciplines.

Four Evaluation Criteria:

Demonstrated Teaching Effectiveness
Teaching methods will vary by discipline and college/school, as will teaching styles among individual faculty members. Nonetheless, effective teachers are well prepared for class sessions; establish clear learning goals and performance expectations for student achievement, and communicate these to their students; identify teaching methods to accomplish these goals; assess their instructional methods and are able to measure student performance effectively; and develop strategies for improvement based on this assessment. Moreover, effective teachers are committed to teaching content and methods that foster capacities for inquiry, critical thinking, analytical and communicative skills, and active learning (i.e., student initiative and ability to work independently).

Mentoring Contributions to Student Success
Mentoring involves a wide range of interactions between students and faculty members that contributes to student success. The nature of mentoring responsibilities will vary in relation to the differing opportunities for mentoring available to faculty members. In collaboration with departmental and program initiatives, faculty members are expected to envision and pursue meaningful interactions with students that complement their own interests and areas of expertise. These interactions include advising as the College transitions to a professional advising model.

Evidence of Professional Development and Scholarship/Creative Work
Professional development at North Central adopts a broad definition incorporating the scholarship of discovery, integration, application, and teaching. As a scholar, each faculty member is expected to maintain an active program of professional development, which includes an appropriate degree of peer-review while also respecting the complementary relationship between teaching and scholarly/creative activity.

College and Community Faculty Citizenship
Active, collegial, and effective faculty contributions in departmental and college/school affairs, faculty governance, and College projects and activities are essential to the College's success. As teachers at a comprehensive institution, North Central faculty may also be involved in the community external to the campus in a variety of ways that provide service and contribute to the visibility of the College as well as relate to faculty teaching, scholarship, and professional development.

Section III. Academic Tenure
Tenure is an expression of the College’s commitment to academic freedom and excellence, and its determination to secure the commitment of highly-qualified faculty members and senior academic administrators. Tenure is granted only to highly-qualified faculty members who demonstrate an ability to contribute significantly to the goals of the College. Tenure implies the expectation of a faculty member to be offered successive annual appointments for the renewal of employment by the president of the College until retirement, resignation, the termination of the faculty member’s unit or program, or termination of employment for cause. Tenure is specific to an academic unit or program and it is retained only so long as the tenured faculty member performs his or her duties responsibly and meets the specified performance expectations. Tenure is granted only by the affirmative action of the Board of Trustees.

This right is subject to the conditions listed in the section, “Terminations of Appointments by the Institution.”

The burden of making a compelling case for tenure rests with the faculty member. It is not the College's burden to show lack of competence and contributions to the College.

III.A. Statement of Terms of Appointment
1. The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment will be stated or confirmed in writing and a copy will be given to the faculty member.

2. All full-time faculty member appointments will be one of four types: (a) tenure probationary appointments; (b) appointments with continuous tenure; (c) non-tenure track appointments; (d) one-year visiting appointments.

3. Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind will be informed each year in writing of their appointment and of all matters relative to their eligibility for tenure consideration. In addition, each year the president will confirm the coming year's appointment of each returning faculty member no later than April 15.

III.B. Probationary Appointments
A faculty member hired on tenure track will have a probationary period of service prior to tenure review. The maximum designated period of service in a tenure-track position prior to a tenure decision is six years. On occasion, faculty members with appropriate documented prior service in higher education may be granted tenure upon joining the faculty of North Central College or in any of the years preceding the sixth year of service. The length of a faculty member's probationary period shall be determined by the provost and vice president for academic affairs in consultation with the appropriate dean and the department chair at the time of appointment, and conveyed to the faculty member in the initial letter of appointment.

III. C. Tenure and Promotion
For faculty members who hold the rank of assistant professor, the tenure review will usually occur simultaneously with a review for promotion to the rank of associate professor. A candidate who is adjudged to be unqualified for promotion to the rank of associate professor cannot be granted tenure. Therefore, a faculty member cannot be tenured at the rank of assistant professor, and an assistant professor who has been recommended for tenure must also be recommended for promotion to associate professor.
Promotion to full professor is not automatically granted with tenure nor is it required for tenure. A tenure-track candidate with the rank of associate professor must notify the provost and vice president for academic affairs immediately prior to the tenure review year that they also wish to be reviewed for promotion to full professor and should prepare a portfolio that documents compliance with the requirements for both tenure and the rank of full professor.

III. D. Early Tenure Review
Faculty members on the tenure track may request to be considered for tenure one year before their final probationary year specified in their contract. Early tenure review may not take place prior to the Mid-Term Review. A faculty member with four years of credit toward tenure may not request an early tenure review. The request for early review must be supported by the department chair and appropriate dean and approved by the provost and vice president for academic affairs. A faculty member who requests to be considered for early tenure review but who fails to receive tenure is not eligible to reapply.

III. E. Credit toward Tenure
A candidate who has been employed in a full-time, non-tenure track faculty position at North Central College, or who has previous full-time faculty service at another accredited academic institution, on occasion, may be hired at North Central College with tenure upon the recommendation of the department chair and the appropriate dean, and with the approval of the provost and vice president for academic affairs.

If a faculty member is hired with four years of credit, thus reducing the probationary period to two years, the faculty member’s mid-term review will occur no earlier than the second semester of their first academic year, and the tenure review will take place during the faculty member’s second academic year at North Central.

III. F. Changes in the Probationary Period
Changes in the probationary period established at the time of appointment may be approved by the provost and vice president for academic affairs in consultation with the department chair and the appropriate dean and the affected faculty member. Periods of service in an administrative assignment may be counted as part of the probationary period.

III. G. Tenure Clock Relief
A tenure track faculty member may seek an extension of the probationary period by “stopping the clock” one or more times for up to a maximum of two years in total. The faculty member seeking an extension will submit their request in writing to the provost and vice president for academic affairs through their department chair and dean, who will send a recommendation to the provost and vice president for academic affairs. Except in emergencies, the request should be submitted at least six months prior to the scheduled tenure review. Requests should be based on life-changing events, including those covered under FMLA that may be reasonably expected to affect the faculty member’s ability to make progress toward meeting tenure requirements. The request may also be based on other significant professional considerations of great value to the candidate’s continued service to the college that necessitate a leave of absence.

III. H. Termination of Appointment by the Faculty Member
A faculty member may terminate their appointment effective at the end of an academic year, provided that they give notice in writing at the earliest possible opportunity, but not later than April 15. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

III.J. Termination of Appointments by the Institution
Termination of an appointment with continuous tenure, or of an extended appointment of a full-time, non-tenure track, or of a special or probationary appointment before the end of the specified term, may be effected by the institution only for:

a. Financial exigency or discontinuance of a program or department of instruction.
b. Adequate cause related directly and substantially to the fitness of the faculty member in their professional capacity as teacher. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizenship.
c. Dismissal under 1(a) or (b) will be considered and conducted according to the appropriate regulations of the AAUP 1990 "Recommended Institutional Regulations on Academic Freedom and Tenure."
d. In the case of a tenured faculty member, issues of professional competence will be evaluated and resolved according to the provisions of the five-year review of tenured faculty.

Section IV. Criteria for Rank and Promotion
At the time of hiring, each teaching faculty member will be assigned appropriate academic rank. This decision will be based on criteria for appointment at each rank and the faculty member's qualifications such as formal education, previous teaching experience, and professional experience and achievements. Also at the time of hiring, a determination will be made of the year when the new faculty member will be eligible for promotion consideration to advance to the next rank. Faculty members lacking the terminal degree in their field may be promoted with contributions and achievements which balance the lack of a terminal degree.

1. Instructor
This rank is usually reserved for faculty members who lack the terminal degree in their field and have little or no teaching experience. Normally, an instructor possesses at least a master's degree in their teaching field from a recognized graduate school.

2. Assistant Professor
This is the normal entry rank for new tenure-track faculty members possessing the terminal degree (Ph.D., Ed.D., M.F.A., etc.), who have limited teaching experience, and who have not held a tenured faculty position at another institution. Faculty members appointed at or promoted to the rank of assistant professor should show significant promise for outstanding teaching and professional development and the potential to advance through the ranks to full professor. In rare instances, a faculty member possessing the master's degree in their teaching field and professional certification, or significant professional experience and achievement, might be appointed at this rank.

3. Associate Professor
Normally, a faculty member must complete six years of full-time teaching service at the college level to establish eligibility for promotion to the rank of associate professor; a faculty member may be considered for promotion during the sixth year. A newly appointed faculty member who has
previous full-time faculty service at another accredited academic institution may, on occasion, be appointed with tenure at North Central upon the recommendation of the department chair and the appropriate dean, and with the approval of the provost and vice president for academic affairs. Other relevant professional experience may be credited toward promotion eligibility, but on no more than a two-years' experience for one-year's credit basis, and, normally, for no more than three-years' credit.

To establish eligibility for initial appointment at this rank, a faculty member must possess the terminal degree and have held the rank of associate professor elsewhere; or have earned tenure at another institution; or have achieved comparable professional distinction elsewhere, (e.g., in the arts, business, public service, etc.).

Promotion to the rank of associate professor is based upon an established record of teaching excellence, substantial accomplishments in professional development, effective mentoring, significant contributions in campus citizenship, and a plan for continued growth in all evaluation areas. The criteria for promotion to the rank of associate professor are comparable to the criteria for the granting of tenure. A candidate who is adjudged to be unqualified for promotion to the rank of associate professor cannot be granted tenure. Therefore, a faculty member cannot be tenured at the rank of assistant professor, and an assistant professor who has been recommended for tenure must also be recommended for promotion to associate professor.

4. Full Professor

Initial appointments are rarely made at the rank of professor, the most likely case being an unusual opportunity to appoint a faculty member with a record which exceeds the criteria for the professor rank or someone who has a distinguished record of achievements in public or private life whose presence at North Central would significantly enhance the College's reputation.

Normally, faculty may seek promotion to full professor during the sixth year in rank as associate professor. Chairs should include a discussion of progress towards promotion as a part of each associate professor's Annual Performance Review. Candidates should submit a portfolio for a promotion evaluation only after consultation with the department chair and the appropriate dean. Promotion to full professor is neither required nor expected of all associate professors as a condition for continuing employment.

The final decision to promote or not to promote will be made by the Board of Trustees based upon the president's review of the recommendations of the Promotion and Tenure Committee and the provost and vice president for academic affairs.

The key determinant is a record of sustained achievement since the last promotion decision and continued promise of professional accomplishments and contribution to the College's mission. Specifically, the College expects a sustained record of teaching and mentoring excellence over a period of years; a distinctive record of accomplishment in professional development, including scholarly or artistic presentation or publication; distinguished faculty citizenship; and a plan for continued growth in all evaluation areas. Importantly, promotion to the rank of professor requires the faculty member to have attained a higher level of achievement—particularly in the areas of professional development and faculty citizenship—than that required for promotion to associate professor.
Normally, the application and review for promotion will occur during or after the nominal sixth year in rank as an associate professor. However, a faculty member who believes that they have met the performance expectations for promotion to professor may request consideration as early as the faculty member’s nominal fifth year in rank as an associate professor.

**Section V. Annual Performance Review**

An Annual Performance Review will be conducted for each full-time and half-time faculty member on annual appointment by the department chair, the appropriate dean, and the provost and vice president for academic affairs. If a faculty member is appointed directly to an interdisciplinary program, the interdisciplinary program coordinator will serve in the role of the department chair. While this review is primarily formative, it may also inform the reappointment decision for the following academic year. The Annual Performance Review for a department chair will be conducted by the appropriate dean and the provost and vice president for academic affairs. A visiting full-time or half-time faculty member who will not be returning for the next academic year may choose to forgo the annual performance review by notifying the provost and vice president for academic affairs.

Annual Performance Reviews are based on the calendar year (January-December). New faculty members will be evaluated based on their first fall semester. However, in the year in which a faculty member is undergoing a more extensive mid-term review, tenure Review, six-year extended contract review, five-year review, or promotion evaluation, that evaluation will take the place of the Annual Performance Review.

**V.A. Annual Activity Report**

At the end of each calendar year, each full-time and half-time faculty member will submit an Annual Activity Report on their teaching responsibilities and effectiveness, mentoring activities to promote student success, professional development and scholarship/creative work, and college and community citizenship for that calendar year as well as goals for the coming year.

**V.B. Annual Performance Review Process**

Before Friday of Week 3 of Winter Term, each full-time and half-time faculty member will submit an Annual Activity Report to their department chair, evaluating the prior twelve months of teaching, scholarship, mentoring, and service. A department chair will submit an Annual Activity Report to their dean.

1. Before Friday of Week 1 of spring semester, the department chair will prepare a formal written evaluation of each faculty member’s work for the past calendar year using the Annual Activity Report, official student course evaluations, and other pertinent information. When the faculty member is on the tenure track the chair will specifically use one of the evaluative summation statements noted under “Mid-Term Review.” In the case of a tenured faculty member, the department chair will review the progress toward the plan outlined as part of the most recent five-year, post-tenure review. The faculty member and the chair will discuss the evaluative data and the chair’s formal written evaluation. Then they will agree upon any changes to the professional goals for the next twelve months and the formative steps that will be taken to achieve them. The faculty member may respond in writing to the chair’s evaluation.

The dean will prepare the formal written evaluation of a department chair and meet with the chair to discuss evaluative data and agree upon professional goals for the next twelve
months and the formative steps that will be taken to achieve them. The department chair may respond in writing to the dean’s evaluation.

2. Before Friday of Week 3 of spring semester, the chair will forward to the Dean of the appropriate college/school the faculty member’s Annual Activity Report, the Chair’s written evaluation and any response from the faculty member. The dean will review this information and any other pertinent information and may discuss the chair’s evaluation with the chair and the faculty member. Finally, the dean will append their comments to the evaluation. When the faculty member is on the tenure track the dean will include one of the evaluative summative statements noted under “Mid-Term Review.”

3. Before Friday of Week 7 of spring semester, the dean will forward the faculty member’s evaluation with a recommendation on renewal to the provost and vice president for academic affairs. The dean will also forward their annual performance evaluation for a department chair to the provost and vice president for academic affairs.

4. In instances where an “Unsatisfactory” performance determination has been made by either the department chair or the dean resulting in a recommendation for non-renewal or terminal appointment and that recommendation is supported by the provost and vice president for academic affairs, the president will be advised. If the provost and vice president for academic affairs disagrees with the department chair or dean recommendation, then the provost and vice president for academic affairs’ recommendation stands. The president will make the final determination on non-renewal or a terminal appointment.

5. The Annual Performance Evaluation will be filed in the academic affairs office with the faculty member’s permanent records.

Section VI. Electronic Professional Portfolio

For the more extensive mid-term review, tenure review, six-year extended appointment review, and promotion evaluations, a faculty member will prepare an electronic professional portfolio. The electronic professional portfolio includes a Personal Professional Assessment (PPA) and other supporting documents.

VI. A. Personal Professional Assessment (PPA)

The Personal Professional Assessment statement promotes reflection, assessment, and planning by each faculty member in all four areas of professional activity and provides a context for review of faculty performance at significant times in their career. The personal professional assessment should reflect awareness of one's relationship to the mission and needs of the department, particular college/school, and the College as a whole. This document should also express accomplishments, though its main focus should be an analytical review of progress toward achieving goals and a statement of plans for the next few years. In this respect, it merely structures and formalizes a faculty member's self-directed efforts to continually renew and increase their worth to the academic community.

As the nature of effective performance is highly individual and varied, no attempt is made to prescribe a single behavioral model to satisfy the test of effectiveness for each criterion
described below. Rather, it is the responsibility of faculty members to assess their own effectiveness through self-assessment and consultation with mentors, department chairs, and others who may provide relevant feedback and to prepare plans for continued effectiveness. Progress toward one's professional goals will become an important measure of effectiveness in subsequent evaluations, a process which is intended to complement the faculty member's continued development. Major changes in teaching philosophy and methods or major scholarly projects could be expected to undergo stages of development and refinement which require a lengthy time horizon. The choice of the planning period can be flexible, depending on the faculty member's scope of changes, teaching schedule, and the like.

VI. B. Contents of the Electronic Professional Portfolio

The primary responsibility for preparing and compiling information to be included in the electronic professional portfolio rests with the individual faculty member. The academic affairs office will notify faculty of their obligation to submit necessary materials for evaluation. It is expected that faculty members, especially non-tenured faculty members, will seek the advice of their department chair in assembling the portfolio.

Provided below is a listing of the items that are required for inclusion in the professional portfolio.

a) Personal Professional Assessment described above. This document is limited to 3000 words with the exception of the tenure review when the PPA may be 8000 words.

b) Sample materials from courses taught (syllabi, examinations, writing assignments, etc.).

c) Course evaluations, including both quantitative summaries and students' evaluative comments on courses.

d) Student advising evaluations, if applicable, and/or materials documenting mentoring strategies and activities.

e) Materials documenting professional activities and recognition which the faculty member wishes to retain in the permanent record.

f) An updated curriculum vitae.

g) Annual Performance Reviews before the mid-term review or since the most recent, more extensive review (mid-term review, tenure review, six-year extended appointment review, five-year review, and promotion evaluations).

h) Input letter from the appropriate interdisciplinary program coordinator(s) if applicable for a program faculty member who teaches a course section with the interdisciplinary program as the primary designation. When an interdisciplinary program coordinator is undergoing a more extensive review, then the administrative officer overseeing interdisciplinary programs will appoint an “acting interdisciplinary program coordinator” for the purpose of evaluation.

i) Input letter from the Associate Provost and Dean of College Programs for an interdisciplinary program coordinator when they are undergoing a more extensive review.

Section VII. Classroom Observations

Classroom observations by department chairs and interdisciplinary program coordinators serve an information-gathering purpose in faculty evaluation and enable chairs and coordinators to assist faculty in developing teaching effectiveness. Department chairs will observe classroom teaching of:

- Probationary faculty members at least once each year until the tenure decision;
- Tenured faculty members at least once during the year of each post-tenure five-year review;
• Teaching faculty members on administrative appointments and full-time, non-tenure-track faculty members at least once each year until the six-year extended appointment review, and at least once every three years thereafter;
• Full-time visiting faculty members during spring semester
• Half-time faculty members once per academic year for the first two years of service, during the six-year review, and every three years thereafter; and
• Part-time faculty members periodically, preferably during the first semester of teaching at North Central, a minimum of once per academic year for the first two years of service, and at least once every three years thereafter. A departmental designee may be appointed to assist in this process.

Interdisciplinary program coordinators will observe classroom teaching of a faculty member teaching a course where the interdisciplinary program designation is primary the first time such a course is taught. Additional observations of classroom teaching may be arranged on request. [For example, in the year in which a faculty member is undergoing a more extensive review (mid-term, tenure, six-year extended contract, or promotion).] When an interdisciplinary program coordinator is undergoing a more extensive review, then the Associate Provost and Dean of College Programs will appoint an “acting interdisciplinary program coordinator” for the purpose of evaluation and the classroom teaching observation.

The chairs and interdisciplinary coordinators are responsible for consulting in advance with the faculty member to arrange observation(s) and for providing the observed faculty member with feedback.

Section VIII. Probationary Tenure-Track Faculty Reviews
In addition to the Annual Performance Review, probationary tenure-track faculty members will undergo a more extensive mid-Term review and a tenure review. Promotion to associate professor is concurrent with the tenure review. These reviews are similar in thoroughness.

All faculty members preparing for the mid-term review and the tenure review are required to submit an electronic professional portfolio that will be made available to all reviewers. For the mid-term review the professional portfolio will be reviewed by the on-going, full-time faculty members in the candidate’s department, the department chair, the appropriate dean, the Promotion and Tenure Committee, and the provost and vice president for academic affairs. For the tenure (and promotion to associate professor) review, the professional portfolio will also be reviewed by the president and the Board of Trustees.

Faculty members to be considered for either mid-term review or tenure review will be notified by the provost and vice president for academic affairs of their impending review year in the spring semester of the preceding year. The Office of Academic Affairs will distribute annually a Calendar for Review containing relevant dates and deadlines.

VIII.A. Mid-Term Review
All faculty members on the tenure-track are required to undergo a mid-term review. The purpose of the review is to provide the candidate with an early assessment of their progress toward tenure. The candidate’s strengths, challenges, and areas for improvement will be
identified. However, under no circumstances shall successful completion of the mid-term review be regarded as an assurance of tenure.

Normally, the mid-term review may not take place (1) before the second year at North Central or (2) after the fourth year at North Central. In the case of a reduced probationary period based on prior experience, the mid-term review will normally occur at least one academic year prior to the expected tenure review.

In making their recommendations, all reviewers will use one of the following evaluative summation statements:

a. “Based upon our evaluation of your candidacy, we conclude that, at this time you are making satisfactory progress toward tenure in all areas of your work.”

b. “Based upon our evaluation of your candidacy, we conclude that, at this time, your progress toward tenure is mixed: you are making satisfactory progress in some areas but require improvement in others.”

c. “Based upon our evaluation of your candidacy, we conclude that, at this time, your progress toward tenure is unsatisfactory and it is recommended that you receive a terminal appointment.”

### Departmental Review and Department Chair’s Evaluation and Recommendation

1) The candidate’s Personal Professional Assessment and curriculum vitae will be made available to all on-going, full-time faculty members in the candidate’s department, along with the criteria that will be used to evaluate the portfolio. The entire electronic professional portfolio will be made available to tenured faculty members in the department. Any on-going, full-time faculty member in the department may submit comments to the chair.

2) The department chair will prepare a written, comprehensive evaluation of the faculty member’s performance in the areas of teaching effectiveness, student mentoring, professional development, and scholarship/creative work, and college and community citizenship. The chair’s evaluation shall conclude with one of the summative statements above.

3) The chair will convene all tenured faculty members in the department to review the chair’s evaluation and vote by secret ballot on the chair’s recommendation. The vote shall be recorded in the chair’s final report;

4) If there are fewer than three tenured faculty members in the department, including the chair, the most appropriate additional representative(s) from cognate departments shall be selected by the appropriate dean.

5) The chair will submit the faculty member’s professional portfolio with their signed final recommendation, including the vote of the department’s tenured faculty, for evaluation by the appropriate dean.

**Optional:** The faculty member may respond in writing to the chair’s evaluation.
Dean Mid-Term Review and Recommendation
The appropriate dean will review the portfolio and the department chair’s evaluation and recommendation. The dean will conduct their own evaluation and make a recommendation that concludes with one of the summative statements above.

College Level Mid-Term Review: Promotion and Tenure Committee
The Promotion and Tenure Committee will review the professional portfolio, the department chair’s evaluation and recommendation, and the dean’s evaluation and recommendation. The candidate will appear before the committee to answer questions and provide clarification on the portfolio. A member of the Promotion and Tenure Committee will recuse themselves from the discussion and vote when the candidate is a member of their department and the Promotion and Tenure Committee member has already voted at the earlier departmental review. Upon the conclusion of its mid-term review, the Promotion and Tenure Committee shall submit an evaluation and recommendation using one of the summative statements listed above, record the reasons, including a recording of the committee vote, and submit their signed evaluation and recommendation to the provost and vice president for academic affairs.

Provost/VPAA Mid-Term Review
Based on their evaluation of the candidate’s portfolio and the evaluations and recommendations submitted, the provost and vice president for academic affairs will make the final decision on mid-term review in a written evaluation using one of the summative statements above. The provost and vice president for academic affairs will notify the candidate of the outcome. In cases where a terminal appointment is recommended, the president will be advised, will review the portfolio and recommendations, and will make the final determination.

At each stage of the process, the candidate, the department chair, the appropriate dean, and the chair of the Promotion and Tenure Committee are notified of the recommendations. After the candidate has received the final recommendation from the provost and vice president for academic affairs, the department chair will schedule a follow-up meeting with the candidate to set goals for the coming year.

VIII.B. Tenure Review
All tenure-track faculty members will undergo a tenure review in their final probationary year at North Central, normally the sixth year.

Departmental Review and Department Chair’s Evaluation and Recommendation

1) The candidate’s Personal Professional Assessment and curriculum vitae will be made available to all on-going, full-time faculty members in the candidate’s department, along with the criteria that will be used to evaluate the portfolio. The entire electronic professional portfolio will be made available to tenured faculty members in the department. Any on-going, full-time faculty member in the department may submit comments to the chair.

2) The department chair will prepare a written comprehensive evaluation of the faculty member’s performance in the areas of teaching effectiveness, student mentoring, professional development and scholarship/creative work, and college and community
citizenship. The chair’s evaluation shall conclude with a recommendation for or against the granting of tenure and promotion to associate professor.

3) The chair will convene all tenured faculty members in the department to review the chair’s evaluation and vote by secret ballot on the chair’s tenure recommendation. The vote shall be recorded in the chair’s final report;

4) If there are fewer than three tenured faculty members in the department, including the chair, the most appropriate additional representative(s) from cognate departments shall be selected by the appropriate dean.

5) The chair will submit the faculty member’s professional portfolio with their signed final recommendation, including the vote of the department’s tenured faculty members, for evaluation by the appropriate dean.

Optional: The faculty member may respond in writing to the chair’s evaluation.

Dean Tenure Review and Recommendation
The appropriate dean will review the portfolio and the department chair’s tenure evaluation and recommendation. The dean will conduct their own evaluation and make a recommendation for or against the granting of tenure.

College-Level Tenure Review: Promotion and Tenure Committee
The Promotion and Tenure Committee shall review the candidate’s professional portfolio and the recommendations of the department chair and the dean. At any time during its deliberations, the Promotion and Tenure Committee may request additional documentation or clarification from the candidate, the department chair, and/or the dean. A member of the Promotion and Tenure Committee will recuse themselves from the discussion and vote when the candidate is member of their department and the Promotion and Tenure Committee member has already voted at the earlier departmental review. Upon the conclusion of its review, the Promotion and Tenure Committee shall submit a signed evaluation and recommendation, including a recording of the committee vote, to the provost and vice president for academic affairs.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS TENURE REVIEW
Based on their evaluation of the candidate’s portfolio and the evaluations and recommendations submitted, the provost and vice president for academic affairs will make a written recommendation. The provost and vice president for academic affairs will submit the Promotion and Tenure Committee’s evaluation and recommendation, along with their own recommendation to the president.

The President of the College
Based on their evaluation of the recommendations submitted by the provost and vice president for academic affairs and the Promotion and Tenure Committee, the president will make a written recommendation to the Board of Trustees. The provost and vice president for academic affairs will notify the candidate and the Promotion and Tenure Committee of the president’s recommendation.
The Board of Trustees
The final decision regarding tenure rests with the Board of Trustees. At its spring meeting the Board of Trustees will decide whether to grant tenure status to candidates. The Board, after reaching its decision, directs the provost and vice president for academic affairs to inform the candidate whether tenure has been granted.

At each stage of the process, the candidate, the department chair, the appropriate dean, and the chair of the Promotion and Tenure Committee are notified of the recommendations.

Section IX. Tenured Faculty Performance Reviews.
The Annual Performance Review conducted by the department chair will include a review of progress using the current plan. In addition to the Annual Performance Review, a tenured faculty member will participate in five-year, post-tenure reviews and will be eligible to apply for promotion to the rank of full Professor. In the year of the five-year, post-tenure review or an application of promotion to full professor, these evaluations will replace the Annual Performance Review.

IX. A. Five-Year Post-Tenure Review
All tenured faculty members are required to participate in a more thorough post-tenure review at five-year intervals, with the first review taking place five years after the granting of tenure. The goal of the post-tenure review is to provide an opportunity for reflection and planning for professional development and to ensure that tenured faculty members continue to meet their specified performance expectations. While the review process is primarily developmental, participation, as outlined below, is mandatory and is considered an expectation of continued employment. In addition, faculty members having the rights and privileges of tenure shall have the continuing professional responsibility to meet the performance criteria specified by the College for all full-time faculty members.

Notification of faculty will take place prior to the beginning of the year in which the five-year, post-tenure review occurs. In consultation with the department chair, the faculty member will develop and submit a set of materials that includes the following:

- A Personal Professional Assessment. This written statement limited to 3000 words identifies perceived strengths and areas for improvement in teaching effectiveness, student mentoring, professional development and scholarship/creative work, college and community citizenship;
- An updated curriculum vitae;
- A development plan, including a proposed timeline for completion; and
- An explanation of how the development plan is consistent with the department’s mission.
- Annual Performance Reviews for the last five years.

Appointment of “Acting Chairperson.” In cases where the department chair is undergoing a five-year, post-tenure review, the appropriate dean will appoint an “acting chair” for the purpose of the evaluation from among the tenured faculty in the department or, if necessary, a cognate department.

These materials should be submitted to the appropriate dean by the beginning of the spring semester. After the dean has reviewed the materials, the provost and vice president for
academic affairs will convene a meeting of the faculty member, the department chair, the dean, and the provost and vice president for academic affairs before the end of the spring semester. The purpose of this meeting will be to discuss the self-appraisal, the development plan, and support that will be provided by the department and College in pursuit of the faculty member’s development plan. The provost and vice president for academic affairs may approve the plan or require revisions to it. The final plan must be approved by the provost and vice president for academic affairs by the end of the spring semester. A copy of the approved final plan will be provided to the faculty member and the department chair, and will be placed in the faculty member’s permanent file.

The review will have one of the following three summations:

**Meritorious:** The evaluation demonstrates, over a five-year period, a record of superior performance in teaching; and a high level of achievement in at least one of the following: (a) professional development and scholarship/creative work; (b) mentoring of students; or (c) faculty citizenship/leadership; and strong performance in the other evaluation areas.

**Meets Expectations:** the evaluation indicates professional accomplishments and College contributions that reflect a combined appropriate level of competence in all areas. The evaluation demonstrates, over a five-year period, a record of excellence in teaching and strong performance in the other areas of evaluation, reflecting continued growth.

**Below Expectation:** performance falls below expectation in teaching or at least two of the remaining areas: the evaluation file reveals deficiencies that call into question the faculty member’s continued professional effectiveness and prompts a mandatory remedial action plan, interim evaluation, and follow-up relevant to the duration of performance at the level of unsatisfactory.

In cases where a tenured faculty member does not agree with the evaluative summation in the review, he/she may appeal to the Promotion and Tenure Committee.

In cases where a tenured faculty member has received a “Below Expectation” evaluation, the department chair and the dean of the appropriate college/school will be charged with overseeing a rigorous monitoring of the remediation plan as follows:

1. The provost and vice president for academic affairs, the dean, and the department chair will meet with the faculty member to discuss the concerns and offer constructive solutions for improvement.
2. In consultation with the department chair, the faculty member will design a plan to improve performance in areas of concern and will submit this plan to the dean. Upon review and approval, the dean will forward the plan to the provost and vice president for academic affairs for final review and approval. The plan is due by the first day of the second semester following the scheduled provost and vice president for academic affairs-dean-department chair evaluation. The dean will monitor implementation of this plan.
3. The faculty member will be advised that there will be a focused review to assess improvement in the faculty member’s performance one year after the submission of the performance remediation plan.
4. If, after this second review, the faculty member's performance has improved to at least the “Meets Expectations” level, no further action will be taken until the date of the next five-year review, as originally scheduled.

5. If, after the second review, the faculty member's performance is still “Below Expectations” the faculty member will be given an appointment "with reservation" for the next year following. Another review will be scheduled within one year.

6. If, after the third review (normally, two years having passed) the faculty member's performance has improved to at least the “Meets Expectations” level, no further action will be taken until the date of the next five-year review, as originally scheduled.

7. If, after the third review, the faculty member's performance is still "Below Expectation," then such continued failure to meet acceptable standards shall be considered to be prima facie evidence of continuing insufficiency or inadequacy of performance, or general lack of necessary capacity or fitness, or lack of the special qualities required to perform the minimal expectations of a faculty member at North Central College. In this case, the department chair and the dean will forward the review to the Promotion and Tenure Committee along with a recommendation that the faculty member be issued a terminal appointment for the next academic year.

8. Upon conclusion of its review, the Promotion and Tenure Committee will prepare its report and recommendation.

9. The provost and vice president for academic affairs will submit the Promotion and Tenure Committee’s report and recommendation, along with their own recommendation to the president.

10. After the president has made their decision, the provost and vice president for academic affairs will communicate the outcome to the faculty member, the Promotion and Tenure Committee, the dean, and the department chair.

11. Throughout these procedures, care will always be taken to provide for due process for the faculty member; the various policies and procedures providing for due process are indicated in the Faculty Handbook.

Nothing in this document shall be interpreted to mean that the institution does not have the right or responsibility to initiate review or dismissal proceedings at any time.

IX. B. Promotion to Full Professor

Normally, faculty members may seek promotion to full professor during the sixth year in rank as associate professor. Chairs should include a discussion of progress towards promotion as a part of each associate professor’s Annual Performance Review. Candidates should submit a portfolio for a promotion evaluation only after consultation with the department chair and the appropriate dean. Promotion to full professor is neither required nor expected of all associate professors as a condition for continuing employment.

The final decision to promote or not to promote will be made by the Board of Trustees based upon the president’s review of the recommendations of the Promotion and Tenure Committee and the provost and vice president for academic affairs.

Criteria for Eligibility

The key determinant is a record of sustained achievement since the last promotion decision and continued promise of professional accomplishments and contribution to the College’s mission. Specifically, the College expects a sustained record of teaching and mentoring excellence over a
period of years; a distinctive record of accomplishment in professional development, including scholarly or artistic presentation or publication; distinguished faculty citizenship; and a plan for continued growth in all evaluation areas. Importantly, promotion to the rank of professor requires the faculty member to have attained a higher level of achievement—particularly in the areas of professional development and faculty citizenship—than that required for promotion to associate professor.

Normally, the application and review for promotion will occur during or after the nominal sixth year in rank as an associate professor. However, a faculty member who believes that they have met the performance expectations for promotion to professor may request consideration as early as the faculty member’s nominal fifth year in rank as an associate professor.

Calendar. Faculty members, their department, and the College’s Promotion and Tenure Committee will follow the Calendar for Promotion and Tenure provided annually by the Office of Academic Affairs.

Notification of Eligibility. Faculty members eligible for consideration for promotion to full professor by virtue of their years of service in rank will be notified by the provost and vice president for academic affairs at the beginning of the spring semester of the preceding year. Faculty will only be notified once in their time at North Central. Faculty wishing to be considered must notify the Office of Academic Affairs by May 15 of the year preceding the review.

Tenure-Track Associate Professors. Tenure-track candidates with the rank of associate professor may elect to apply for promotion to full professor at the same time as their tenure review, providing they have the required number of years in rank. Years of credit toward tenure and promotion granted at the time of initial appointment may count toward meeting the time in rank requirement.

Tenured Associate Professors. Tenured associate professors who wish to be considered for promotion must notify the provost and vice president for academic affairs in writing of their intent to seek promotion by May 15 of the year preceding the review.

Appointment of “Acting Chairperson.” In cases where the department chair is applying for promotion to full professor, the appropriate dean will appoint an “acting chair” for the purpose of the evaluation from among the tenured faculty in the department or, if necessary, a cognate department.

Professional Portfolio. Faculty members who wish to be reviewed for promotion will submit a professional portfolio, which will be made available to all reviewers. The portfolio should address the established College requirements for the rank of full professor.

Department Evaluation. Once the faculty member has prepared the portfolio for promotion to full professor, it will be made available to all tenured faculty members in his or her department and other members with the rank of full professor so that they may review the portfolio and provide input into the chair’s evaluation. If there are fewer than three tenured faculty members in the department, including the chair, the most appropriate additional representative(s) from cognate departments shall be selected by the appropriate dean.
Department Chair’s Evaluation. The chair will prepare a signed written recommendation on the candidate’s candidacy for promotion to full professor. The chair will convene all tenured faculty members in the department and other members with the rank of full professor to review the chair’s recommendation and vote by secret ballot on the chair’s recommendation for promotion to full professor. The vote shall be recorded in the chair’s final report which is included in the portfolio and forwarded to the appropriate dean.

Optional: The faculty member may respond in writing to the chair’s evaluation.

The dean will review the portfolio and add their own evaluation and recommendation. The dean will forward the portfolio with all recommendations to the Promotion and Tenure Committee.

The Promotion and Tenure Committee will review the portfolio. At any time prior to submitting its recommendation, the committee may request additional information regarding the candidate’s performance. All such requests must be shared with the faculty member at the time of the request. A member of the Promotion and Tenure Committee will recuse themselves from the discussion and vote when the candidate is a member of their department and the Promotion and Tenure Committee member has already voted at the earlier departmental review. Upon the conclusion of its review, the committee will send its recommendation to the candidate, including a recording of the committee vote, and to the provost and vice president for academic affairs. If the Promotion and Tenure Committee’s recommendation is negative, the candidate may appeal in accordance with the guidelines in the Faculty Handbook.

The provost and vice president for academic affairs will conduct an independent review and prepare their own formal evaluation and recommendation. The provost and vice president for academic affairs will then send their own recommendation and the Promotion and Tenure Committee’s recommendation to the president of the College with copies to the candidate, the department chair, and the dean.

The president will take his/her recommendation to the Board of Trustees. The provost and vice president for academic affairs will notify the candidate, the department chair, the dean, and the Promotion and Tenure Committee chair of the final decision.

At each stage of the process, the candidate, the department chair, the appropriate dean, and the chair of the Promotion and Tenure Committee are notified of the recommendations. In the event of a negative decision on promotion to full professor, the department chair will schedule a follow up meeting with the candidate to set goals for the coming year.

SECTION X. FULL-TIME NON-TENURE-TRACK FACULTY APPOINTMENTS AND PERFORMANCE REVIEW

Full-time, renewable, non-tenure track (RNTT) faculty appointments are those appointments made annually for an initial probationary period of six years. Following a formal review in the sixth year, faculty members will receive either an extended appointment (a renewable three-year appointment)—if there is a determination that there will be a continuing need for that position in the academic program in which the person teaches—or a terminal appointment. Full-time renewable, non-tenure track faculty members shall receive compensation in the form of an annual salary and fringe benefits and hold academic rank of instructor, assistant professor, associate professor, or full professor. They are also eligible for promotion to the next highest level based on their years of experience and demonstrated teaching excellence.
Under no circumstances does a renewable, non-tenure track appointment convey the expectation of, or possession of, a tenure-track or tenured appointment. However, a qualified faculty member in a non-tenure track position may apply for an open tenure-track position.

X. A. Evaluation during the Probationary Period
The first six years of appointment in a full-time, renewable, non-tenure track position shall be considered a probationary period. During this period, the faculty member shall undergo annual evaluations similar to those for all other full-time faculty members in accordance with the specified performance expectations for renewable, non-tenure track faculty members. The faculty member’s teaching will be observed by their department chair for the first three years of the probationary period.

During the probationary period appointment renewals will be for one year at a time, and the decision to renew the appointment of a faculty member holding a renewable, non-tenure track appointment will be made by the provost and vice president for academic affairs based on the annual evaluation and recommendations of the department chair and the appropriate dean.

X. B. Evaluation of Full-time, Non-Tenure Track Faculty for Extended Appointment Review
In the sixth probationary year renewable, non-tenure track faculty members will undertake a review for extended appointments. A successful Extended Appointment Review will result in the candidate becoming eligible for three-year renewable appointments subject to satisfactory performance and continued need by the College. Faculty members in this category will also receive at least a full year’s notice of non-renewal.

The recommendation to offer an extended non-tenure track appointment must be based on the reviewer’s determination as to whether the candidate meets department/program and College performance expectations, as well as a determination that there will be a continuing need for that position in the academic program in which the person teaches. The faculty member may also elect to be simultaneously reviewed for promotion.

The decision to hire renewable, non-tenure track faculty members and grant Extended Appointments and/or promotion will be made by the president upon the recommendation of the provost and vice president for academic affairs.

Procedures for Extended Appointment Review and Promotion
In the fall term of their sixth year of service, renewable, non-tenure track faculty members will undergo a comprehensive evaluation. For the purposes of this review, the faculty member will submit an electronic professional portfolio. Candidates must also indicate in their Personal Professional Assessment if they wish to be considered for promotion.

The portfolio shall include the following items:

1. A Personal Professional Assessment limited to 3000 words that primarily addresses teaching performance and secondarily addresses other activities that the faculty member considers relevant to their contribution to the College,
including assigned departmental activities and professional development activities.

2. Sample materials from courses taught (syllabi, examinations, writing assignments, etc.).

3. Course evaluations, including both quantitative summaries and students' evaluative comments on courses taught since the initial appointment.

4. Materials documenting mentoring strategies and activities.

5. Materials documenting professional activities and recognition which the faculty member wishes to retain in the permanent record.

6. An updated curriculum vitae.

7. Annual Performance Reviews for the past five years.

8. Input letter from the appropriate interdisciplinary program coordinator(s) if applicable for a program faculty member who teaches a course section with the interdisciplinary program as the primary designation. When an interdisciplinary program coordinator is undergoing a more extensive review, then the associate provost and dean of College Programs will appoint an “acting interdisciplinary program coordinator” for the purpose of evaluation.

9. Input letter from the associate provost and dean of College Programs for an interdisciplinary program coordinator when he/she is undergoing a more extensive review.

**Department Review and Department Chair’s Evaluation and Recommendation:**

The candidate’s Personal Professional Assessment and curriculum vitae will be made available to all on-going, full-time faculty members in the candidate’s department, along with the criteria that will be used to evaluate the portfolio. The entire electronic professional portfolio will be made available to tenured faculty members in the department. Any on-going, full-time faculty member in the department may submit comments to the chair. The department chair will prepare and submit a signed recommendation. The chair’s report will include the vote by secret ballot of the tenured faculty. If there are fewer than three tenured faculty members in the department, including the chair, the most appropriate additional representative(s) from cognate departments shall be selected by the appropriate dean.

Appointment of “Acting Chairperson.” In cases where the department chair is undergoing an extended appointment review and promotion, the appropriate dean will appoint an “acting chair” for the purpose of the evaluation from among the tenured faculty in the department or, if necessary, a cognate department.

**Optional:** The faculty member may respond in writing to the chair’s evaluation.

The **dean** will review the portfolio and the department chair’s recommendation and submit their own recommendation.

The **Promotion and Tenure Committee** will review the portfolio. At any time prior to submitting its recommendation, the Promotion and Tenure Committee may request additional information regarding the candidate’s performance. A member of the Promotion and Tenure Committee will recuse themselves from the discussion and vote when the candidate is member of their department and the Promotion and Tenure Committee member has already voted at the earlier departmental review.
Upon the conclusion of its review, the Promotion and Tenure Committee will prepare its report and recommendation(s) including a recording of the committee vote(s).

The provost and vice president for academic affairs will also conduct an independent review of the portfolio and submit the Promotion and Tenure Committee’s report and recommendation, along with their recommendation to the president. Once the president has made their decision, the provost and vice president for academic affairs will notify the candidate, the department chair, the appropriate dean, and the Promotion and Tenure Committee of the president’s decision.

X. C. Five-Year Evaluation of Full-Time Non-Tenure Track Faculty with Extended Appointments

Full-time, non-tenure track faculty who are on extended appointments are required to participate in more thorough reviews at five-year intervals, with the first review taking place five years after the successful completion of the six-year review for extended appointment. The goal of these subsequent five-year reviews is to provide an opportunity for reflection and planning for professional development and to ensure that full-time, non-tenured faculty members on extended appointments continue to meet their specified performance expectations.

Appointment of “Acting Chairperson.” In cases where the department chair is undergoing an extended appointment review and promotion, the appropriate dean will appoint an “acting chair” for the purpose of the evaluation from among the tenured faculty members in the department or, if necessary, a cognate department.

Notification of faculty will take place prior to the beginning of the year in which the five-year, post-tenure review occurs. In consultation with the department chair, the faculty member will develop and submit a set of materials that includes the following:

- A Personal Professional Assessment. This written statement limited to 3000 words identifies perceived strengths and areas for improvement in teaching effectiveness, student mentoring, professional development and scholarship/creative work, college and community citizenship;
- An updated curriculum vitae;
- A development plan, including a proposed timeline for completion; and
- An explanation of how the development plan is consistent with the department’s mission.
- Annual Performance Reviews for the last five years.

Appointment of “Acting Chairperson.” In cases where the department chair is undergoing an extended appointment review and promotion, the appropriate dean will appoint an “acting chair” for the purpose of the evaluation from among the tenured faculty members in the department or, if necessary, a cognate department. These materials should be submitted to the appropriate dean by the beginning of the spring semester. After the dean has reviewed the materials, the provost and vice president for academic affairs will convene a meeting of the faculty member, the department chair, the dean, and the provost and vice president for academic affairs before the end of the spring
semester. The purpose of this meeting will be to discuss the self-appraisal, the development plan, and support that will be provided by the department and College in pursuit of the faculty member’s development plan. The provost and vice president for academic affairs may approve the plan or require revisions to it. The final plan must be approved by the provost and vice president for academic affairs by the end of the spring semester. A copy of the approved final plan will be provided to the faculty member and the department chair and will be placed in the faculty member’s permanent file.

The review will have one of the following three summations:

**Meritorious**: The evaluation demonstrates, over a five-year period, a record of superior performance in teaching; and a high level of achievement in at least one of the following: (a) professional development and scholarship/creative work; (b) mentoring of students; or (c) faculty citizenship/leadership; and strong performance in the other evaluation areas.

**Meets Expectations**: the evaluation indicates professional accomplishments and College contributions that reflect a combined appropriate level of competence in all areas. The evaluation demonstrates, over a five-year period, a record of excellence in teaching and strong performance in the other areas of evaluation, reflecting continued growth.

**Below Expectation**: performance falls below expectation in teaching or at least two of the remaining areas: the evaluation file reveals deficiencies that call into question the faculty member’s continued professional effectiveness and prompts a mandatory remedial action plan, interim evaluation, and follow-up relevant to the duration of performance at the level of unsatisfactory.

In cases where a tenured faculty member does not agree with the evaluative summation in the review, they may appeal to the Promotion and Tenure Committee.

In cases where a renewable, non-tenure track faculty member has received a “Below Expectation” evaluation, the department chair and the dean of the appropriate college/school will be charged with overseeing a rigorous monitoring of the remediation plan as follows:

1. The provost and vice president for academic affairs, the dean, and the department chair will meet with the faculty member to discuss the concerns and offer constructive solutions for improvement.

2. In consultation with the department chair, the faculty member will design a plan to improve performance in areas of concern and will submit this plan to the dean. Upon review and approval, the dean will forward the plan to the provost and vice president for academic affairs for final review and approval. The plan is due by the first day of the second semester following the scheduled provost and vice president for academic affairs-dean-department chair evaluation. The dean will monitor implementation of this plan.

3. The faculty member will be advised that there will be a focused review to assess improvement in the faculty member’s performance one year after the submission of the performance remediation plan.

4. If, after this second review, the faculty member’s performance has improved to at least the “Meets Expectations” level, no further action will be taken until the date of the next five-year review, as originally scheduled.
5. If, after the second review, the faculty member's performance is still “Below Expectations” the faculty member will be given an appointment "with reservation" for the next year following. Another review will be scheduled within one year.
6. If, after the third review (normally, two years having passed) the faculty member's performance has improved to at least the “Meets Expectations” level, no further action will be taken until the date of the next five-year review, as originally scheduled.
7. If, after the third review, the faculty member's performance is still “Below Expectation,” then such continued failure to meet acceptable standards shall be considered to be prima facie evidence of continuing insufficiency or inadequacy of performance, or general lack of necessary capacity or fitness, or lack of the special qualities required to perform the minimal expectations of a faculty member at North Central College. In this case, the department chair and the dean will forward the review to the Promotion and Tenure Committee along with a recommendation that the faculty member be issued a terminal appointment for the next academic year.
8. Upon conclusion of its review, the Promotion and Tenure Committee will prepare its report and recommendation.
9. The provost and vice president for academic affairs will submit the Promotion and Tenure Committee’s report and recommendation, along with their own recommendation to the president.
10. After the president has made their decision, the provost and vice president for academic affairs will communicate the outcome to the faculty member, the Promotion and Tenure Committee, the dean, and the department chair.
11. Throughout these procedures, care will always be taken to provide for due process for the faculty member; the various policies and procedures providing for due process are indicated in the Faculty Handbook.

Nothing in this document shall be interpreted to mean that the institution does not have the right or responsibility to initiate review or dismissal proceedings at any time.

Section XI. Half-Time Faculty
Half-time, renewable faculty appointments are those appointments made by annual appointment for one year. This status may be awarded to faculty members whose workload is at least the equivalent of 16 credit hours per year and who teach in each semester of the academic year. Half-time faculty members are eligible for annual reappointment should a need for their services continue to exist. Half-time faculty members shall receive compensation in the form of an annual salary and fringe benefits and hold academic rank of instructor, assistant professor, associate professor, or full professor. Half-time faculty members are eligible for promotion.

A qualified half-time faculty member may apply for an open full-time, non-tenure track or tenure-track position.

Half-Time faculty members shall participate in the Annual Performance Review similar to that undertaken by full-time faculty members. This evaluation shall normally take place early in the spring semester. A half-time faculty member who will not be returning for the next academic year may choose to forgo the review by notifying the provost and vice president for academic affairs.
For the purposes of the sixth-year, half-time faculty review the faculty member will submit an electronic portfolio. The portfolio shall include the following items:

a) A Personal Professional Assessment (PPA) limited to 3000 words that primarily addresses teaching performance and secondarily addresses other activities that the faculty member considers relevant to their contribution to the College, including assigned departmental activities and professional development activities.
b) Sample materials from courses taught (syllabi, examinations, writing assignments, etc.).
c) Course evaluations, including both quantitative summaries and students’ evaluative comments on courses taught since the initial appointment.
d) Student advising evaluations, if applicable.
e) Materials documenting professional activities and recognition which the faculty member wishes to retain in the permanent record.
f) An updated curriculum vitae.
g) Annual evaluation letters for the past five years.

Procedure for the Sixth-Year, Half-Time Review

1. The department chair will review the portfolio and submit to the appropriate dean for a recommendation for or against continuing appointment.
2. **Optional:** The faculty member may respond in writing to the chair’s evaluation.
3. The dean will review the portfolio and submit to a sub-committee of Council of Deans comprised of the provost and vice president for academic affairs and the deans of their own recommendation.
4. The sub-committee will review the portfolio and make a recommendation to the provost and vice president for academic affairs.
5. The provost and vice president for academic affairs will make a final determination on whether the faculty member will receive continuing appointment or not and so notify the candidate.

After a successful review, continuing half-time faculty members will continue to participate as before in the Annual Performance Review process.

Section XII. Visiting Full-Time Faculty

Visiting faculty appointments are those made annually for an initial period of one year. Typically, they are individuals who hold faculty or equivalent positions at some other institution, or academically-qualified individuals who seek a temporary position. Any subsequent renewal will be for a period of one year. Ordinarily, a faculty member may not remain in a visiting position for longer than three years. Visiting faculty members shall receive compensation in the form of an annual salary and fringe benefits and hold academic rank of instructor, assistant professor, associate professor, or full professor.

Under no circumstances does a visiting or one-year appointment convey the expectation of renewal or of a tenure-track or tenured appointment. However, a qualified faculty member in a visiting position may apply for an open tenure-track position.

Visiting faculty members shall participate in the Annual Performance Review in place for full-time and half-time faculty members. This review shall normally take place early in the spring semester and, along with continuing need, will inform the decision on an appointment renewal for the following year.
A visiting faculty member who will not be returning for the next academic year may choose to forgo the review by notifying the provost and vice president for academic affairs.

**Section XIII. Part-Time Faculty**

The performance of part-time faculty members will be monitored by the department chair, in consultation with the appropriate dean, on a term-by-term basis. A departmental designee may be appointed to assist in the evaluation process. The department chair will contact part-time faculty members when course evaluations are available for their review. Course evaluations for part-time faculty members will be retained for three years by the department chair. The department chair may request sample course material (e.g., syllabi, exams, written assignments, etc.).

Part-time faculty members will be observed in the classroom periodically by the department chair, preferably during the first semester of teaching at North Central, a minimum of once per academic year for the first two years of service, and at least once every three years thereafter.

**Section XIV. Teaching Faculty Personnel Records**

Teaching faculty are full-, half-, and part-time faculty members as defined in Article III of the Faculty Articles of Governance. The College will maintain a permanent personnel record for full- and half-time members of the teaching faculty in the Office of Academic Affairs under the supervision of the provost and vice president for academic affairs. Part-time faculty members’ personnel files will be maintained by their department chair. College employees on administrative appointments who are members of the faculty and whose workload is primarily teaching also fall under this policy.

**XIV. A. Permanent Personnel Record**

Each faculty member’s permanent record will contain the following information:

1. Letters and other documents from the College indicating official professional status on such matters as original appointment, annual retention, salary increases, promotion, tenure, tenured faculty review, awards, and other recognition.
2. A copy of the faculty member’s curriculum vita.
3. Materials regarding professional activities submitted by the faculty member.
4. Evaluative materials from the evaluative file which become part of the faculty member’s permanent record, according to the provisions outlined below.

{For administrative purposes, the Office of Human Resources will maintain personnel records on the conditions of employment of each faculty member, i.e., appointment, salary, fringe benefits, payroll arrangements, etc.}

**XIV. B. Transfer of Evaluative Material**

The evaluation file consists of materials assembled for professional evaluations of each faculty member as scheduled pursuant to faculty personnel policies and procedures and conducted by academic affairs and the Promotion and Tenure Committee. The evaluation files for full- and half-time faculty members are archived electronically and accessible to the faculty member and their supervisors through the faculty review system. Part-time faculty members’ evaluations are located in their respective departments. Materials which constitute the evaluation file for full-time faculty members are described in the following paragraph; those for half-time faculty in the section entitled, "Half-time Faculty"; and those for part-time faculty in the section entitled, "Part-time Faculty." Faculty member's student course evaluations are both accessible in their electronic evaluation files and through an electronic evaluation tool.
After completion of the faculty evaluation process, the materials listed below are transferred from the evaluation file to the faculty member’s permanent personnel record. Each item is kept in the permanent personnel record for only two years, except items 1, 2, and 3. These three items are kept for the entire tenure probation period or, for tenured faculty, until after the next five-year evaluation. At the end of the retention period, the materials are returned to the faculty member.

For full-time faculty, these materials include:
1. Promotion and Tenure Committee evaluations and Annual Performance Reviews
2. Faculty member’s Personal Professional Assessment from the last review and tenure review, if applicable. The Personal Professional Assessment for this purpose is intended to be the one from the most recent reappointment review (in the case of untenured faculty members) or the tenure or five-year review (in the case of tenured faculty).
3. Updated vita and resume materials which establish professional credentials and record professional experiences and accomplishments.
4. Reviews from department chairs and deans.
5. Responses to a campus-wide invitation from the Promotion and Tenure Committee for written evaluative comments from persons with information relevant to the performance of the faculty member being evaluated.
6. Faculty member’s response, if any, to evaluations from department chairs and deans and evaluative comments from other persons.
7. Course and advising evaluations from students since the last evaluation.
8. Materials the faculty member has submitted in support of their evaluation (e.g., letters from colleagues and students, publications, awards, etc.).

Representative materials from recent courses (e.g., syllabi, examinations, writing assignments, etc.) are never transferred from the evaluation file to the permanent record. They are immediately returned to the faculty member at the conclusion of the evaluation. Materials applicable to the evaluation of half-time and part-time faculty are retained for two and three years, respectively.

XIV. C. Personnel Record Correction
Evaluative information should relate to the faculty evaluation criteria and be based on a faculty member’s performance. If, upon inspection of the evaluation file (or permanent personnel record), the faculty member objects to the presence of certain evaluative evidence, said evidence may be removed upon mutual agreement of the faculty member and the author of the evidence in question. If such agreement cannot be reached, the faculty member has a right to respond in writing.

XIV. D. Access to Permanent Records and Evaluative Files
Access to faculty evaluative records is limited to a faculty member’s administrative supervisors (president, provost and vice president for academic affairs, the appropriate dean, and the department chairs) and members of the current Promotion and Tenure Committee and those involved in processing any grievance related to the evaluation process. The assistant vice president for human resources has access to records regarding status and conditions of employment. A faculty member also may have access to their permanent personnel record by notifying the academic affairs office two working days prior to the proposed access and by
signing a log documenting that access occurred. As provided elsewhere in these policies, faculty members have access to their electronic evaluation files at all times.

Section 5: Disposition of Unsolicited Evaluative Material
The College adheres to the principle that subjects which have evaluative status should be documented in the evaluation file and be accessible to the faculty member in question. Administrative supervisors who receive written information about a faculty member (often from students) outside the evaluative timetable should promptly seek to resolve any issues raised in such a communication. The faculty member in question must be informed of the existence of the communication and may request to see it or to receive a summary of the contents if the author wishes the communication to remain confidential.

Should the matters raised in such a communication remain unresolved or have relevance at the time of the faculty member's next evaluation, the communication should be included in the evaluation file, or a summary of its contents if the writer requests confidentiality. Such a summary should be drafted by the supervisor to whom the letter was addressed.

APPENDIX 4
Administration of Graduate Programs

A. Philosophy of Graduate Education at North Central College
   1. North Central has developed graduate programs to serve the educational needs of the region, to take advantage of favorable student markets, to complement the undergraduate programs, to promote the professional growth of the faculty, and to increase the College's reputation. Graduate programs will build upon undergraduate program strengths in ways that enrich undergraduate education at North Central. No new graduate programs will be added unless they meet these criteria.
   2. Primary responsibility for academic policies regarding each graduate program rests with the full-time faculty members who teach in the program, led by the program's director. The program faculty will develop all curriculum proposals and communicate them to the dean of the School of Graduate and Professional Studies prior to their submission to the College Graduate Studies Council. At least once each year, the program director will report its activities to the relevant college/school.
   3. Program directors, department chairs and graduate program faculties must work cooperatively to achieve the goals of the graduate programs. Each must help to establish a collegial environment conducive to such cooperation.

B. Description of the Graduate Coordinator Position
   1. Graduate program directors serve both administrative and faculty roles. In their administrative roles they report to the appropriate dean; in their faculty roles they report to their department chair and dean. The program director will be a member of and teach in the graduate program they administer. A chair of a department may serve as the program director of a graduate program.
   2. As administrators, program directors work under the direction of the appropriate dean to implement the program's academic policies.
   3. Graduate Program Director Responsibilities
      a. Recruiting and Monitoring: The program directors will work closely with the Office of Graduate and Professional Studies in actively recruiting students. They
will consult with the Office of Marketing and Communication in developing promotional materials, including College webpages devoted to the graduate programs. They will help monitor student academic progress and assist in resolving student academic or administrative dilemmas.

b. Scheduling and Staffing: Program directors are responsible for preparing their program’s class schedule. Department chairs are responsible for graduate teaching assignments of department faculty members. Program directors may make staffing recommendations to department chairs.

c. Program Development: The program faculty is responsible for curriculum. Program directors will lead program faculty in conducting academic assessment of their individual program and preparing program reviews. They will analyze and recommend changes in curriculum and program development to their graduate program faculty.

d. Program Promotion: Program directors will assist the appropriate dean in promoting the graduate programs to various constituencies both inside and outside the College. They will keep the respective program faculty informed regarding program developments and encourage interested and qualified faculty to become involved. In cooperation with the appropriate dean, the program director will help to establish and maintain corporate advisory boards for advice on ways in which the graduate programs might be improved. Program directors will work with the dean of the School of Graduate and Professional Studies in telephoning and visiting area businesses and organizations most likely to employ students or have employees who might be interested in graduate studies.

4. Graduate program directors will be appointed to three-year renewable terms by the provost and vice president for academic affairs upon the recommendation of the appropriate dean who will consult with the relevant program faculty, department chairs, and deans.

5. The appropriate dean will submit an annual written evaluation of the administrative performance of each graduate program director to the provost and vice president for academic affairs, according to an evaluation procedure which includes evaluative input from department chairs and the respective program faculty.
CODE OF ETHICS

(legislated by College Senate on January 23, 1974)
(modified 1992 for compatibility with present governance and terminology)

PART ONE: PRINCIPLES

Recognizing that it is impossible to legislate behavior patterns; and

Recognizing that it is impossible to set forth a code that will remain valid in perpetuity without change; and

Recognizing that trust in one's associates is an essential ingredient in the development of a community; and

Recognizing that the academic environment is a marketplace for the free exchange of ideas and information;

The following code of ethics is presented in terms of the ideal, or as a reminder of those general standards of conduct and obligations assumed by all members of the North Central College community.

Article 1: Applicability
This document applies to all faculty members, students, and administrators. This code shall also apply to all persons present at meetings held in connection with the business of College faculty, i.e., legislative meetings, hearings, committee meetings, or any unscheduled meeting.

Article 2: Conduct
The College governance should be conducted in a manner commensurate with the special obligations of the community. This means that meetings should have an atmosphere of trust, respect, and sensitivity toward others. It also means that freedom of speech and civil rights are essential and that dehumanization of persons or disruption of the decision-making processes of the College would seriously infringe upon the vital processes of dialog, innovation, and legislation.

Article 3: Faculty-Student Relations
Every faculty member/administrator must remember that every student is entitled to the same intellectual freedom which the faculty member/administrator enjoys. That freedom must be respected. Restraint upon the student's search for or consideration of diverse or contrary opinion should not be imposed. The faculty member/administrator has an obligation to protect the student's freedom, especially when that freedom is threatened by repressive or disruptive action.

The faculty member/administrator should conduct themselves at all times so as to demonstrate respect for the student. They should always respect the confidences deriving from the faculty-student relationship.

The faculty member/administrator should avoid exploitation of students for their personal advantage.
Article 4: Inter-Colleague Relations
As a colleague, the faculty member/administrator has obligations that derive from common membership in the community of scholars. They should respect and defend the free inquiry of all associates and avoid interference with their work. In the exchange of criticism and ideas they should show due respect for the rights of others to their opinions. They should refrain from personal vilification. When asked to evaluate the professional performance of a colleague, they should strive to be objective.

Article 5: Responsibilities Toward the College
Among general responsibilities to the College, faculty members/administrators should note the following:

1. When they act or speak as private persons, they should make clear that their actions and utterances are entirely their own and not those of the College;
2. They should not exploit their standing within the College for private or personal gain;
3. They should insure that the regulations of the College are designed to achieve the College's goals as well as being in accord with the principles of academic freedom;
4. They should take part in the institution's decision-making processes to the best of their ability;
5. During periods of disturbance or high tension on campus, they should do all they can to prevent acts of violence and to reduce tension;
6. They should bear full responsibility for their expression of opinion; anonymity shall be considered a serious breach of community trust.

Article 6: Relations to the Community-At-Large
As members of the community, faculty members/administrators have the rights and obligations of any citizen. These include the right to organize and join political or other associations, convene and conduct public meetings, and publicize opinion on political and social issues. However, in exercising these rights, faculty members/administrators should make it clear that they do not speak for the College but simply as individuals.

Because academic freedom has traditionally included the faculty member's/administrator's full freedom as a citizen, there should be no insoluble conflicts between the claims of politics, social action, and conscience on the one hand, and the claims and expectations of students, colleagues, and institutions on the other. If such conflicts become acute, and the faculty member's/administrator's attention to obligations as a citizen and moral agent precludes the fulfillment of substantial academic/institutional obligations, they cannot escape the responsibility of that choice but should either request a leave of absence or resign.

PART TWO: PROCEDURES

Article 1: Definition of Breach of Ethics
A breach of ethics can be deemed to have occurred when any part of Articles 2, 3, 4, 5, or 6 of the North Central College Code of Ethics has been violated.

Article 2: Procedures
Section 1: In General
a. A complaint involving a breach of ethics can be raised by a faculty member, a member of a governance committee, a committee, or the faculty acting as a body.

b. A charge involving a breach of ethics must be made within 30 class days after the alleged occurrence.

c. For offenses other than those occurring in legislative meetings the following procedures shall be followed:
   1. The complainant shall file with the faculty speaker three copies of a written accusation, stating the facts as they know them and attaching whatever evidentiary material they deem supportive of the case. One copy of the accusation shall be retained by the faculty speaker. One copy of the accusation shall be forwarded to the accused. This shall serve as formal notice that investigatory proceedings against them have begun.
   2. The faculty speaker shall decide on the merits of the complaint. Whenever possible and in all cases the faculty speaker deems minor, they should attempt immediate mediation. If the faculty speaker judges the case to be a cause célèbre or if mediation fails, they must pass the complaint on to the proper investigating committee. They may not refuse to process the charge. In cases involving a faculty member/administrator, the faculty speaker shall instruct the chair of Promotion and Tenure Committee to initiate a confidential investigation; in cases involving students they shall instruct the chair of the College Judicial Board to initiate a confidential investigation.

d. Where not otherwise specified, procedures at each step shall follow Robert’s Rules of Order, as well as the appropriate AAUP guidelines in cases of faculty/administrator, and in cases of students the Association of American Colleges “Joint Statement on Rights and Freedoms of Students,” which the College has adopted in principle.

Section 2: The Investigating Committee

a. Procedures
   1. The investigating committee shall have three weeks to investigate the matter and it shall be empowered to gather evidentiary material of both a written and oral nature. If the committee cannot complete its investigation within three weeks, it may request an extension from the faculty meeting as a body.
   2. At least five days prior to the beginning of the committee’s first formal investigatory session, the reporting party and responding party shall be notified of the general agenda of its entire investigation and the specific agenda of the committee's first formal investigatory session. The specific agenda shall include a list of witnesses and copies of all written evidentiary material. Agendas of each of the committee's successive formal investigatory sessions shall be presented to the reporting party and the responding party at least twenty-four hours in advance. The committee shall determine alterations of agendas based on equity and fairness.
   3. Only the committee, the reporting party, the responding party, and their respective counsels may be present during investigatory sessions. Witnesses should be present only for their own testimony and questioning.
   4. Within two weeks after completing its investigation, the investigating committee shall present its confidential report to the faculty speaker and the responding party. The report shall contain a summary of the case including the facts, issues, decision, and reason. One week later the report shall be presented to the faculty as a whole. (See Article 2, Section 5 (a) (2).)”

b. Remedies
c. The investigating committee shall have the power to fashion a relief that it feels appropriate to the case, i.e., attempt to mediate, conciliate, or suggest a penalty. No relief shall be considered effective until the provisions of Article 2, Section 5 shall have been completed.

d. In cases involving faculty/administrator. The investigating committee can, as part of its report, choose from a variety of reliefs to include, but not necessarily be limited to, the following: reprimand; censure; loss of vote in faculty committee meetings for a specified period; expulsion from faculty or its committee meetings for a specified period; postponement of rank increase; postponement of tenure consideration; postponement of salary increase; removal from chairing a discipline as dean of a college/school, or faculty committee; dismissal from the faculty.

e. In cases involving students. The investigating committee can, as part of its report, choose from a variety of reliefs to include, but not necessarily be limited to, the following: reprimand; censure; loss of vote in College committees for a specified period; expulsion from College committees for a specified period; removal from chairing a College committee; disciplinary probation; disciplinary suspension; disciplinary dismissal.

Section 3: Rights of the Responding Party
a. The responding party shall have right to counsel to be chosen from among the members of the College community.

b. They shall have the right to confront the reporting party through the supplying of written evidence, through the ability to call witnesses on their own behalf, and through cross-examination.

c. They shall be presumed innocent until proven guilty.

d. In cases involving a decision against them, they shall have the right of challenge and/or appeal.

Section 4: Rights of the Reporting Party
a. The reporting party shall have right to counsel to be chosen from among the members of the College community.

b. The burden of proof shall be theirs.

c. They shall have the right to supply written evidence, to call witnesses on their behalf, and to cross-examine.

d. They can, at any point along the way, request via written notice to the faculty speaker that proceedings be dropped at that point. The pending case shall be considered concluded unless the investigating committee feels that the accusation affects the welfare of the community, at which point the complaint shall be considered a complaint of the College faculty.

e. No reprisals of any kind shall be taken against any person participating in the case.

f. If the case fails before the investigating committee, the reporting party shall not have the right of challenge and/or appeal.

Section 5: Decision-Making and Enforcement
a. Procedures
   1. In general
      a. At the time of the presentation of the investigating committee's report to College faculty, the responding party can present evidence challenging the report. Only the responding party shall have the right of challenge and challenge can be taken only on the following grounds: lack of evidence; improper procedures; and severity of penalty. The responding party shall be given a full opportunity to present their case.
b. Faculty members vote on the investigating committee's report including challenges as follows: the vote shall be conducted during the meeting by secret ballot; the only choices in the vote shall be yes or no; a 2/3 majority is required for acceptance. The faculty may, however, reject the report (case dismissed), or fashion a new relief which cannot work to the detriment of the responding party.

2. In cases involving dismissal
   a. In cases involving students, the report of the investigating committee (Judicial Board) shall be solely informational (containing only the recommendation) unless the student appeals to the College faculty. If that step is taken, then the Judicial Board must obtain the 3/4 approval of the faculty to sustain that committee's action.
   b. In cases involving faculty, the report of the investigating committee shall be solely informational (containing only the recommendation). At this point, the AAUP guidelines will automatically be instituted.

b. Powers
   1. The faculty has recommendatory power with respect to the following proposed reliefs:
      a. In cases of faculty/administrator: postponement of rank increase; postponement of tenure consideration; postponement of salary increase; removal from chairing of discipline or as dean of a college/school.
      b. In cases involving the provost and vice president for academic affairs: the faculty speaker shall notify the president of the College of its action.
      c. The provost and vice president for academic affairs (or president of the College) must inform the faculty of their action on faculty recommendations.
   2. All other decisions rendered under this code shall be enforced by the faculty speaker and the provost and vice president for academic affairs.

Article 3: Breaches under Article 2 of Code of Ethics
Article 2 shall be enforced in executive session by application of the section titled, "Offenses Occurring In a Meeting," of Chapter XX, "Disciplinary Procedures," Robert's Rules of Order, Newly Revised, Scott-Foresman, 1970. Major steps include:

1. Attempt correction (apology, etc.)
2. Chair asks -- "What penalty shall be imposed?" or a member originates the action. Member must make the motion. Typical penalties are apology, censure, leave the hall for remainder of the meeting, or until they apologize, membership rights suspended for a time, or expelled from faculty meetings.
3. If a majority vote orders it, offending member leaves hall during consideration of the penalty but is allowed to speak first.
4. Vote can be called by a single member. Ballots used. Two-thirds vote required for expulsion.

Article 4: Records
Section 1: In general

It is essential that as true a record of proceedings as possible be kept by the appropriate investigating agency. However, no recording, filming, or any other type of non-written transcription shall be permitted.

Section 2: Disposition
a. If the responding party is found innocent of all charges, there shall be no notation in their file. All official records of the proceedings shall be destroyed.

b. If the responding party is found guilty of any charge, a notation to that effect containing the date, the charge, and penalty, shall be put in their permanent file. They shall have the right to see this notation and enter a reply which shall become part of their permanent record. The institution and the responding party shall have the right to retain copies of the official proceedings in case of further legal action.

ETHICS CASE FLOW CHART

Breach of Ethics
↓
Charge filed with Faculty Speaker
   and notice to accused →
   Within 2 weeks of "Breach"
↓
1st Meeting of Investigative Committee →
   No sooner than 5 days after committee agenda is provided to accused and accuser
↓
Successive Committee meetings →
   No sooner than 24 hours after agenda is provided to accused and accuser
↓
End of investigative phase →
   Within 3 weeks of receipt of charge from Speaker (faculty may grant extension)
↓
Committee's written report to Speaker and accused →
   Within 2 weeks of End of investigation
↓
Presentation of report to faculty →
   One week after Speaker receives report
↓
Termination of case →
   Faculty vote

APPENDIX 6
Evaluations of Interdisciplinary Program Coordinators, Department Chairs, and Deans

Interdisciplinary Program Coordinators evaluations

Interdisciplinary Program faculty member will be determined by the coordinator in consultation with the associate provost and dean of College Programs to provide oversight for interdisciplinary programs and program faculty. The roster of interdisciplinary program faculty will include faculty members who have taught in the interdisciplinary program in the last three years and who have played some role in fulfilling core program responsibilities (i.e., attending meetings, planning, program development, assessment, program review, or co-curricular programming) or faculty members who have not taught but who have played an active role in fulfilling core program responsibilities. The list of program faculty will be announced at the start of each academic year to provide faculty at large with the opportunity to verify the roster.
I. **Annual Interdisciplinary Program Coordinator Evaluation Procedure**

A. All full-time and half-time faculty members designated as members of an interdisciplinary program for the evaluation of the interdisciplinary program coordinator are asked to provide feedback on two open-ended questions.

B. The survey will be administered by the Office of Institutional Effectiveness and Planning at the end of fall semester with a completion date of the first week of spring semester. Responses are anonymous and are not provided to the interdisciplinary program coordinator.

C. The associate provost and dean of College Programs will review the survey results and briefly follow up with the coordinator.

**Survey Questions for the annual Interdisciplinary Program Coordinator Evaluation**

1. What is your interdisciplinary program coordinator doing well?
2. What **one or two steps** could your interdisciplinary program coordinator take to improve their performance in the next year?

II. **Third-year Interdisciplinary Program Coordinator Evaluation Procedure**

A. All full-time and half-time faculty members designated as members of an interdisciplinary program for the evaluation of the interdisciplinary program coordinator are asked to provide feedback on a short survey.

B. The survey will be administered by the Office of Institutional Effectiveness and Planning at the end of fall semester during the current interdisciplinary program coordinator’s third year as coordinator with a completion date of the first week of spring semester. Responses are anonymous and are not provided to the interdisciplinary program coordinator.

C. The associate provost and dean of College Programs will review the survey results and provide a summary report to the interdisciplinary program coordinator.

D. The interdisciplinary program coordinator will prepare a separate document (limited to 500 words) outlining
   i) accomplishments as program coordinator over the previous 2 and ½ years,
   ii) an assessment of their own strengths and weaknesses as program coordinator (responding to survey summary as needed),
   iii) goals for the interdisciplinary program for the next 3-5 years, and
   iv) steps the program coordinator plans to take to achieve those goals and submit it to the associate provost and dean of College Programs

E. The associate provost and dean of College Programs will arrange for a meeting with the interdisciplinary program coordinator to discuss their performance and future leadership of the interdisciplinary program.
# 3rd Year Interdisciplinary Program Coordinator Evaluation Survey

For each of the statements below, please choose a rating that best reflects your degree of agreement with each statement based on first-hand knowledge.

<table>
<thead>
<tr>
<th>STATEMENTS:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion (Neutral)</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Insufficient Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The interdisciplinary program coordinator helps the program create a shared vision of its future and provides leadership in the development of the program’s curriculum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>IN</td>
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<tr>
<td>Comments box</td>
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<tr>
<td>2. The interdisciplinary program coordinator fosters an open and collegial program environment and is receptive to faculty feedback and suggestions.</td>
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<td>Comments box</td>
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<tr>
<td>3. The interdisciplinary program coordinator engages in transparent decision making about important program matters.</td>
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<td>Comments box</td>
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<tr>
<td>4. The interdisciplinary program coordinator chair organizes regular, efficient program meetings.</td>
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<td>Comments box</td>
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<tr>
<td>5. The interdisciplinary program coordinator chair is fair and efficient in handling administrative duties (course scheduling, assessment, etc.) and in delegating responsibility for program tasks (student visit days, drafting documents, etc.)</td>
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<td>Comments box</td>
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</tbody>
</table>

**Summary Questions:**

1. Circle the response which best summarizes your opinion. In recent years, the program overall has been:
   - A. Improving
   - B. Remaining stable
   - C. Declining
   Comment Box

2. Circle the response which best summarizes your opinion. The program would be best served by renewing the current Program Coordinator for another four-year term.
   - A. Strongly Agree
   - B. Agree
   - C. Neutral
   - D. Disagree
III. **Evaluation of Interdisciplinary Program Coordinator undergoing a more extensive review (Mid-Term Review, Tenure Review, Six-Year Extended Appointment Review, and Promotion evaluations)**

When an interdisciplinary program coordinator is undergoing a more extensive review, then the associate provost and dean of College Programs will appoint an “acting interdisciplinary program coordinator” for the purpose of evaluation. The “acting interdisciplinary coordinator” will submit an input letter to the coordinator’s electronic professional portfolio if the coordinator teaches a course section with the interdisciplinary program as the primary designation.

The associate provost and dean of College Programs will submit an input letter to the interdisciplinary program coordinator’s electronic professional portfolio when the coordinator is undergoing a more extensive review.

**Department Chair Evaluations**

I. **Proposal for Annual Department Chair Evaluation Procedure**

   A. All full-time and half-time members of the department are asked to provide feedback on two open-ended questions.
   
   B. The survey will be administered by the Office of Institutional Effectiveness and Planning at the end of fall semester with a completion date of the first week of spring semester. Responses are anonymous and are not provided to the chairperson.
   
   C. The appropriate dean will review the survey results and incorporate the input in to the department chair’s annual review process.

**Survey Questions for Department Chair Evaluation**

1. What is your department chair doing well?
2. What **one or two steps** could your department chair take to improve his or her performance in the next year?

II. **Third-year Department Chair Evaluation Procedure**

   A. All full-time and half-time members of the department are asked to provide feedback on a more comprehensive standardized questionnaire. Support staff in the department will provide statements on the working relationship with the chair. The chair and dean will confer on a list of additional individuals to contact as part of the review.
   
   B. The survey will be administered by the Office of Institutional Effectiveness and Planning at the end of fall semester during the current chair’s third year as chair with a completion date of the first week of spring semester. Responses are anonymous and are not provided to the chairperson.
   
   C. The appropriate dean will review the survey results and other input and provide a summary report to the department chair.
D. The department chair will prepare a separate document (limited to 1000 words) outlining
   i) accomplishments as chair over the previous 2 and ½ years,
   ii) an assessment of their own strengths and weaknesses as chair
       (responding to survey summary and other input as needed),
   iii) an assessment of the department’s most recent departmental
       institutional factors, and
   iv) goals for the department for the next 3-5 years, and
   v) steps the chair plans to take to achieve those goals
      and submit it to the appropriate dean
E. The dean will arrange for a meeting with the chair to discuss his/her performance and future
   leadership of the department.

3rd Year Department Chair Evaluation Survey

For each of the statements below, please choose a rating that best reflects your degree of agreement with each statement
based on first-hand knowledge.

<table>
<thead>
<tr>
<th>STATEMENTS:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion (Neutral)</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Insufficient Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The chair helps the department create a shared vision of its future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>2. The chair fosters an open and collegial departmental environment and is receptive to faculty feedback and suggestions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>3. The chair engages in transparent decision making about important departmental matters.</td>
<td>1</td>
<td>2</td>
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<td>IN</td>
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<tr>
<td>4. The chair organizes regular, efficient department meetings.</td>
<td>1</td>
<td>2</td>
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<td>5. The chair provides leadership in the development of the department’s curriculum.</td>
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<tr>
<td>6. The chair is fair and efficient in handling administrative duties (course scheduling, assessment, etc.) and in delegating responsibility for departmental tasks (student visit days, drafting documents, etc.)</td>
<td>1</td>
<td>2</td>
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<tr>
<td>7. The chair provides faculty with fair and useful evaluations and feedback.</td>
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<td>2</td>
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<td>8. The chair is effective in conducting searches and recruiting all departmental faculty.</td>
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9. The chair provides support and mentoring for all departmental faculty with respect to teaching, professional development/scholarship, service, and student mentoring.

10. The chair effectively manages the department budget.

**Summary Questions:**

1. In recent years, based on your overall perception of the department, you see it as:
   - A. improving
   - B. remaining stable
   - C. declining

2. What one or two initiatives or changes do you think the department should consider undertaking in the next 3-5 years?

3. Overall, how would you rate the chairperson’s performance?
   - A. Excellent
   - B. Very Good
   - C. Good
   - D. Adequate
   - E. Weak
   - F. Very Poor

4. Overall, how supportive are you of renewing the chairperson for another four year term?
   - A. Strongly supportive
   - B. Supportive
   - C. Neutral
   - D. Opposed
   - E. Strongly opposed

**College/School Dean Evaluations**

An evaluation of the deans is conducted during the fall semester of the second year of service and in the spring every three years thereafter. Each college or school elects a committee of three senior faculty members—who have been at the College full time for at least seven years—to conduct the evaluation. The committee reviews the results of a survey administered through the Office of Institutional Research as well as the dean’s own self-evaluation and writes a report which is then submitted to the provost and vice president for academic affairs.

I. **Election of the Evaluation Committee**

   A. The faculty of the college or school will elect three representatives at the first college or school meeting of the academic year during which the evaluation is to take place. The Faculty Elections Committee will solicit nominations prior to the meeting and a member or members of the
Faculty Elections Committee will administer the balloting at the meeting. All senior faculty members—who have been at the College full time for at least seven years—will be eligible to serve on the dean’s evaluation committee. All full-time and half-time faculty members in the college or school will be eligible to vote for representatives to the committee.

B. The committee will be announced and will meet shortly after being elected to review the procedures for the evaluation of the dean and, at that time, will appoint someone to serve as chair.

II. **Dean Evaluation Procedure**

A. All full-time and half-time members in the dean’s college or school are asked to provide feedback on a comprehensive standardized questionnaire. Support staff who work with the dean will provide a separate statement about their working relationship. The provost and vice president for academic affairs and dean will confer on a list of additional individuals to contact as part of the review.

B. The survey will be administered by the Office of Institutional Effectiveness and Planning at the end of fall semester during the dean’s second year of service with a completion date of the first week of spring semester and then in the spring every three years thereafter. Responses are anonymous and are not provided to the dean.

C. The evaluation committee will review the survey results, the statement(s) from support staff, and any other input that has been solicited and provide a brief summary report to the dean.

D. The dean will prepare a separate document (limited to 1500 words) outlining

   i) accomplishments as dean during the review period,
   ii) an assessment of their own strengths and weaknesses as dean (responding to survey summary and other input as needed),
   iv) goals for the college or school for the next 3-5 years, and
   v) steps the dean plans to take to achieve those goals

and submits it to the committee.

E. The committee will prepare a letter responding to the survey results and the dean’s response and share the letter with the dean.

F. The committee, the dean and the provost and vice president for academic affairs will then meet to discuss the committee’s letter and the dean’s performance overall.

G. These evaluation materials and meetings are confidential.

H. After the evaluation is concluded, the provost and vice president for academic affairs informs the members of the dean’s school or college that the evaluation has been completed.

**Faculty Survey for the Evaluation of Deans**
For each of the statements below, please choose a rating that best reflects your degree of agreement with each statement based on first-hand knowledge.

<table>
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<tr>
<th>STATEMENTS:</th>
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<tr>
<td>1. Generates enthusiasm about the college or school and contributes to overall morale.</td>
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<td>2. Works with departments to establish and administer a sound curriculum.</td>
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<td>3. Appoints the best possible department chairs.</td>
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<td>4. Builds the strongest faculty possible.</td>
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<td>5. Identifies problem areas, formulates workable solutions, and makes decisions that are fair and equitable.</td>
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<td>6. Respects and works to protect academic freedom.</td>
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<td>7. Communicates with faculty in an appropriate, responsive and timely manner.</td>
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<td>8. Engages in transparent decision making.</td>
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<td>9. Listens to others' positions and is able to alter their position if warranted.</td>
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<td>10. Responds decisively to constructive input from faculty and other members of the college community.</td>
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<td>11. Applies policies consistently and objectively.</td>
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<td>12. Demonstrates a strong commitment to diversity.</td>
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<td>13. Provides faculty with fair and useful evaluations and feedback.</td>
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**Department chair feedback:**
If you are a department chair, please feel free to add additional comments about any aspect of your working relationship with the dean.

**Open Ended Questions:**
What do you judge to be the strengths of the dean’s job performance?
What suggestions do you have for improvement of the dean’s job performance?
Additional comments, if any.

**APPENDIX 7**
**Evaluation of the Provost and Vice President for Academic Affairs**

The performance of the provost and vice president for academic affairs shall be evaluated by the Faculty according to the following procedure which has been approved by the faculty. This process provides the president with input from the faculty as part of their overall assessment of the provost and vice.
president for academic affairs. It also provides developmental feedback and an opportunity for the faculty and the provost and vice president for academic affairs to reflect on strengths and areas of improvement.

The evaluation of the provost and vice president for academic affairs is conducted during the fall semester of the second year of service, in the spring semester of the fourth year of service, and in the spring semester every three years thereafter. (i.e., spring semester of the seventh year of service, and so on.)

The faculty speaker initiates the process to constitute a five-member evaluation committee. The committee includes the faculty speaker, who serves as convener, and four senior faculty members, one elected by the School of Business and Entrepreneurship, one elected by the School of Education and Health Sciences, and two elected by the College of Arts and Sciences.

The Office of Institutional Effectiveness and Planning distributes an on-line survey, summarizes the results, and provides the summary to the provost and vice president for academic affairs and the faculty speaker. The provost and vice president for academic affairs writes a response to the faculty survey results that also includes a review of accomplishments and challenges and an assessment of their strengths and areas needing improvement and sends it to the faculty speaker. The speaker forwards the summary results of the faculty survey and the provost and vice president for academic affairs’ written response to the members of the evaluation committee. The committee then meets with the provost and vice president for academic affairs to discuss the survey results and their response. Subsequent to this meeting, the committee meets with the president to discuss the faculty input based on the summary of faculty survey, the provost and vice president for academic affairs’ response, and the committee’s meeting with the provost and vice president for academic affairs. These evaluation materials and meetings are confidential.

The faculty speaker confirms with the faculty at large that the evaluation process was completed.

Faculty Survey for Evaluation of the Provost and Vice President for Academic Affairs

Please give your careful attention to the following responses according to your first-hand knowledge. Responses to the open-ended questions at the end of the survey can provide very meaningful input. All survey responses are anonymous and confidential. Only an aggregated summary of the survey results will be provided to the committee overseeing the evaluation process, the provost and vice president for academic affairs, and the president.

Faculty Status of Survey Responder: (Optional)

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Half-time</th>
<th>Part-time</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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</table>

For each of the statements below, please choose a rating that best reflects your degree of agreement with each statement based on first-hand knowledge.

<table>
<thead>
<tr>
<th>STATEMENTS:</th>
<th>1</th>
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<th>5</th>
<th>IN</th>
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</table>
1. Embodies the mission of the college.
2. Strives to maintain sound standards in establishing and administering the curriculum.
3. Appoints the best possible deans, department chairs, and program coordinators.
4. Builds the strongest faculty and academic staff possible.
5. Makes thoughtful appointments to governance committees and serves effectively within the faculty governance.
6. Identifies problem areas, formulates workable solutions, and makes decisions that are fair and equitable.
7. Displays appropriate attention to the welfare of the faculty, including faculty salary and benefits issues.
8. Respects and works to protect academic freedom.
9. Provides leadership to the faculty on sound pedagogy and improvement in the quality of the curriculum.
10. Communicates with faculty in an appropriate, responsive and timely manner.
11. Shares important data willingly and systematically.
12. Makes sound and timely budget decisions.
13. Listens to others' positions and is able to alter his/her position if warranted.
14. Responds positively and decisively to constructive input from faculty and other members of the college community.
15. Implements accepted institutional plans in a reasonable time frame.
16. Generates enthusiasm about the college and contributes to overall morale.
17. Applies policies consistently and objectively.
18. Delegates authority and decision-making effectively.
19. Represents the College effectively to external constituencies including granting agencies, professional associations, consortia, etc.
20. Demonstrates a strong commitment to diversity.

Open Ended Questions:
What do you judge to be the strengths of the provost and vice president for academic affairs’ job performance?
What suggestions do you have for improvement of the provost and vice president for academic affairs’ job performance?
Additional Comments, if any.

APPENDIX 8

The Student Evaluation of Teaching
Student evaluations of teaching may be individually limited and biased, but together they provide responses to the learning environment which can be obtained in no other way. The instrument used for such evaluations at this time in the College has been approved by the faculty after extensive
discussion. These student evaluation standards were met: 1) it will not be available to the instructor until after grades have been submitted; 2) open and individual comment upon a few clearly-defined topics will be requested for each faculty member; 3) results, though treated discreetly, will be opened up to all those who share responsibility for helping in evaluating the teacher.

In implementation of the College’s responsibility to meet these needs, student evaluations of each teacher will be obtained each semester as follows:

1. Students will complete their evaluation of teaching online evaluation tool. The online system is administered by the Office of Institutional Effectiveness and Planning.
2. Students access the online evaluation through a module in their course management system.
3. All regular courses with six or more students will be evaluated using qualitative and quantitative questions approved by the faculty. Regular courses with fewer than six students will be evaluated using only the qualitative questions approved by the faculty; the quantitative questions are not administered for these classes.
4. A link to a PDF of the online surveys used for the Student Evaluation of Teaching is at the end of this appendix.*
5. For regular courses offered during session I and session II, online student evaluations of faculty teaching will be available for the last week the course meets. Online evaluations for courses meeting in non-standard schedules (e.g., May Term) will be available for a time period specific to the schedule.
6. Faculty members are encouraged to allocate a fifteen-minute period of a class during the last week of class meetings for students to complete their evaluation of teaching. The faculty member has two options during the class time allocated for students to complete the evaluation of teaching: 1) the instructor may leave the room while the students complete the evaluation and return after fifteen minutes, or 2) the instructor may ask another individual to remain in the room during the evaluation.
7. A summary report of the online student evaluations of faculty teaching will be made available to the faculty member no later than one week after the deadline for final grade submission.
8. The supervisor may discuss the faculty member's course evaluations with any colleague or administrator who shares responsibility for determining such matters as the instructor’s retention, tenure, promotion, or salary; but all such communication will be held in strict confidence. However, any teacher may share the file with any colleague whose responses and suggestions the teacher might value; the supervisor will make the file available for this purpose.

*NOTE: As part of an ongoing consideration of the evaluation process, the College has occasionally tried other forms of student evaluation. This process may continue. The material in this section describes the currently authorized "official" form and procedure. Faculty members are also urged to experiment with other "unofficial" forms of evaluation which prove useful.

*View the Student Evaluation of Teaching:

- Online Student Evaluation of Faculty Teaching Form – Quantitative & Qualitative
- Online Student Evaluation of Faculty Teaching Form – Qualitative Only
APPENDIX 10

North Central College

Statement on Professional Development and Scholarship/Creative Work

Preamble
At North Central College we believe that effective teaching enables us to deliver on our core mission of helping our students “to be curious, engaged, ethical, and purposeful citizens and leaders in local, national and global contexts. Thus, teaching is the primary condition for success as a faculty member. We believe that effective teaching rests on sustained, ongoing professional development and scholarship/creative work.

In addition to ongoing professional development and scholarship/creative work, we also affirm that committed mentoring, and meaningful investment in the life of the college as campus citizens and leaders inform, and are necessary complements to, effective teaching. Hence, all faculty members are expected to engage in all of these activities at a level that is appropriate to their position at the college.

This appendix focuses on faculty professional development and scholarship/creative work, codifying current practices, and offering some clarity on College expectations in this area.

Professional Development
At North Central College, faculty professional development is broadly defined to embrace development of faculty as educators, as professionals in specialized fields, and as liberally-educated individuals able to contribute to the education and academic success of students as well as to the life of the College. “Professional Development” with respect to scholarship refers to activities that enable faculty members to perform their duties more effectively by continuously improving their knowledge base in their disciplines, making them conversant with the most current developments in those disciplines as well as their pedagogy. Professional development includes but is not limited to the following activities: attending and participating in professional conferences; participating in faculty development workshops; and undergoing advanced training in faculty members’ disciplines or in new pedagogical approaches to the dissemination of knowledge in their disciplines.

Scholarship/Creative Work
"Scholarship/creative work" is typically an outcome of professional development. Given our identity as a comprehensive college with liberal arts, professional, and pre-professional programs, and our primary commitment to effective teaching and learning, we recognize a broad variety of scholarship/creative work, reflecting our different disciplines. Specifically, we embrace Ernest Boyer’s* model of scholarship and thus recognize the scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching/learning. Scholarship may advance knowledge through original research and creative activity, including presentations at professional meetings; it may cross disciplinary boundaries; it may involve collaboration with colleagues in multiple disciplines, undergraduate students or graduate students. Because at North Central we consider effective teaching to be central to our mission, we place very high value on scholarship/creative work that strengthens our teaching and the learning that takes place in our classrooms, laboratories, and studios, and that keeps us current in our disciplines.

We value the direct engagement of students in professional activities. These activities include, but are not limited to, undergraduate research. Evidence supporting undergraduate research includes, but is not limited to professional research presentations at regional or national undergraduate conferences. However, only such presentations at professional conferences where projects are reviewed by faculty
peers can be counted toward the minimum expectations stated for the different kinds of review outlined below.

By remaining active and curious in our fields through scholarly activities such as publishing, engaging in creative work, presenting, speaking, researching, giving readings, exploring new pedagogical strategies in our classes and sharing those with colleagues, and mentoring students, we perform as teacher-scholars at the highest level and thus enrich the academic experience of our students and strengthen the academic life of our departments and programs, and the College. Whatever the nature of one’s scholarship/creative work, it should be characterized by at least the following qualities:

1. The scholarship/creative work is externally peer reviewed (i.e. by colleagues/professionals outside the institution who have appropriate expertise). Peer review describes a process where expert readers, referees, or users evaluate a manuscript, abstract, proposal, creative work, or product to assess its suitability for publication, presentation, exhibition, or utilization. Examples of peers include but are not limited to: editorial boards of academic presses, academic journals, the review boards of granting agencies, the editors of a collection or journal, festival juries, and exhibition curators;

2. The scholarship/creative work is documented; and

3. The scholarship/creative work develops and/or broadens the faculty member’s expertise.

MINIMUM REQUIREMENTS FOR VARIOUS FACULTY REVIEWS

All faculty members undergoing mid-term, tenure, promotion, post-tenure and five-year reviews will be required to provide documentation of both professional development and scholarship/creative work. Each department will prepare a “Departmental Policy Statement on Professional Development and Scholarship/Creative Work” that outlines examples of professional development activities and identifies examples of primary artifacts and supplementary artifacts for meeting scholarship/creative work standards in their particular field(s).

Standards Affecting Mid-Term Review
Documentation of professional development and scholarship/creative work must include evidence of progress in this area and a sustainable plan for the future. Examples might be a presentation at a professional conference, an ongoing lab research project that may or may not involve students, draft of a scholarly article or creative work, an external grant proposal, or a scholarly/creative work accepted for publication or published.

Standards Affecting Tenure and Promotion to Associate Professor
Documentation of professional development and scholarship/creative work must include evidence of continued professional development and at least three examples of scholarship/creative work produced since a faculty member joined North Central College. At least one of the examples must be a peer-reviewed scholarship/creative work artifact that is from the department’s primary category as outlined in the “Departmental Policy Statement.” Depending on the field, a peer-reviewed book, significant external grant proposal (funded or not), or comparable creative work may suffice by itself.

Standards Affecting Promotion to Full Professor
Documentation of professional development and scholarship/creative work must include evidence of continued professional development and at least three examples of scholarship/creative work produced...
since promotion to associate professor. At least one of the examples must be a peer-reviewed scholarship/creative work artifact that is from the department’s primary category as outlined in the “Departmental Policy Statement.” Depending on the field, a peer-reviewed book, significant external grant proposal (funded or not), or comparable creative work may suffice by itself.

Standards Affecting Post-Tenure and Six-Year Reviews
Every faculty member is expected to provide evidence of continued professional development and scholarship/creative work. In each five-year period after tenure (six years for non-tenure track faculty), each faculty member is expected to provide at least one peer-reviewed scholarship/creative work artifact from the department’s primary or supplementary/secondary artifacts category as outlined in the “Departmental Policy Statement.”

Departmental Policy Statement on Professional Development and Scholarship/Creative Work
Each department will prepare a “Departmental Policy Statement on Professional Development and Scholarship/Creative Work,” that is an academic-unit specific elaboration of the College Statement. Individual department standards may be higher than the College standard but cannot be lower. The policy statement must be reviewed by the appropriate school/college dean and approved by the provost and vice president for academic affairs in order to ensure relative consistency across the College. This departmental document and the “Statement on Professional Development and Scholarship/Creative Work” will guide individual faculty members’ undergoing review, the department, the deans, the Promotion and Tenure Committee, the provost and vice president for academic affairs, and the president (all levels of review) in evaluating faculty members under review. Faculty members must meet both their academic unit and College professional development and scholarship/creative work expectations.

Suggested Format for Departmental Policy Statement on Professional Development and Scholarship/Creative Work

North Central College Department of XXX

Policy Statement on Professional Development and Scholarship/Creative Work

I. Department-Specific Preamble
II. Professional Development
   Examples (These examples are not exhaustive):
III. Scholarship/Creative Work
   Examples of peer-reviewed artifacts (These examples are not exhaustive.):
   1. Primary Artifacts:
   2. Supplementary Artifacts:

IV. (Optional) Departments with accreditation standards that are higher than the minimum College standards should identify those accreditation standards for decisions affecting mid-term, tenure, post-tenure and six-year reviews, and promotion reviews. NOTE: For all other departments, the defaults are the College standards.

A. Criteria for Mid-Term Review
B. Criteria for Tenure and/or Promotion to Associate Professor
C. Criteria for Promotion to Full Professor
D. Criteria for Post-Tenure and 6th-Year Reviews

APPENDIX 11

Appointments with Tenure

I. APPOINTMENTS WITH TENURE

A. Appointment with Tenure for Full-time Faculty:

A senior faculty member (i.e., associate or full professor) who is being hired to serve programmatic needs of strategic importance to the College and who has already earned tenure at an accredited institution, or who would have been qualified for tenure or its equivalent at that institution or at North Central, may be granted tenure at the time of their appointment.

Any recommendation to grant tenure at the time of the appointment will normally originate from the department or program in which the faculty member would be housed. However, the College or school/college dean, the provost and vice president for academic affairs, or the president of the College may initiate such recommendations. Regardless of who initiates the request, all faculty candidates will go through the process outlined below in Section II.a: “Procedure for Appointment of Faculty Members with Tenure.”

B. Appointment with Tenure for Department/Program Chairs, Senior Academic Administrators, and the President:

A qualified department/program chair, senior academic administrator, such as — associate/vice or assistant provost, academic dean, associate dean, or provost/vice president for academic affairs — and the president may be granted faculty rank and tenure in an academic department, program, or school. In order to be considered for tenure or its equivalent, an academic administrator must have previously held a faculty position and received tenure at an accredited institution. Candidates must also meet North Central’s criteria for the rank of associate professor or full professor. A president only needs to have an earned terminal degree from an accredited institution.

II. PROCEDURES FOR APPOINTMENT WITH TENURE

A. Procedure for Appointment of Faculty Members with Tenure:

1. Ordinarily, a department or program will determine prior to the initiation of a search that a senior position may be offered with tenure at the time of appointment. However, a dean, the provost and vice president for academic affairs or the president may initiate the request. The department or program will make that recommendation to the dean, who will make their own
recommendation to the provost and vice president for academic affairs. If the provost and vice president for academic affairs agrees, they will make a recommendation to the president. If approved by the president, the position announcement will include notice that the appointment may be offered with tenure.

2. Once the decision has been made that a candidate for a senior faculty position may be granted tenure at the time of their appointment, the candidate will be informed in a timely manner that they should submit an electronic portfolio that includes the following material in support of their application:
   a. A reflection on their teaching experience, including a statement of their teaching philosophy; evidence of teaching effectiveness; a reflection on College service and citizenship; and a reflection on their effectiveness as advisors/mentors. Candidates should include on their list of references those professionals who are competent to comment on their effectiveness as teachers.
   b. Expanded curriculum vitae with evidence of professional development and scholarship/creative work (including samples).

3. The portfolio will be shared with the faculty in the candidate’s potential department or program.

4. The department/program will conduct a review in accordance with the procedure outlined in the Faculty Handbook. The chair (if applicable) will send their recommendation to the dean.

5. The dean will send the department’s recommendation, along with their own recommendation, to the Promotion and Tenure Committee and the provost and vice president for academic affairs.

6. The Promotion and Tenure Committee will send its recommendation to the provost and vice president for academic affairs.

7. The provost and vice president for academic affairs will forward all the recommendations, as well as their own recommendation, to the president.

8. The president will make the final recommendation on tenure to the Board for its confirmation.

B. Procedure for Appointment of Senior Academic Administrators, other than Provost, with Tenure

1. The hiring officer will nominate the candidate for tenure. Upon the recommendation of the hiring officer, the candidate will be asked to provide a portfolio that includes the following materials in support of their application:
   a. Evidence of effective teaching, or a statement of their teaching philosophy and reflection on their teaching experience. Candidates may
also be requested to include on their list of references those professionals who are competent to comment on their effectiveness as teachers.

b. Expanded curriculum vitae with evidence of professional development and scholarship/creative work (including samples).

2. The search committee will share all such materials with the faculty in the candidate’s potential academic home, who will also interview the candidate during their campus visit.

3. The department/program will conduct a review in accordance with the procedure outlined in the Faculty Handbook. The chair (if applicable) will send their recommendation to the dean, unless the position under consideration is the dean. Recommendations concerning a dean will be forwarded to the provost and vice president for academic affairs and the Promotion and Tenure Committee.

4. The dean (if applicable) will send the department’s recommendation, along with their own recommendation, to the Promotion and Tenure Committee and the provost and vice president for academic affairs.

5. The Promotion and Tenure Committee will send its recommendation to the provost and vice president for academic affairs.

6. The provost and vice president for academic affairs will forward all the recommendations, as well as their own recommendation, to the president.

7. The president will make the final recommendation on faculty tenure to the Board for its confirmation.

C. Procedure for Appointment of the President with Tenure

In order to be considered for tenure a president must have an earned terminal degree from an accredited institution.

The Board will review the credentials of a qualified presidential candidate and make a determination on tenure.

APPENDIX 12
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APPENDIX 13
Faculty Salary Distribution Model

General Principles
• Annual salary increments should address cost of living increases. A priority in our model is having salaries keep up with changes in the cost of living.
• Annual salary increments should reflect the performance of the institution. When the College is doing fiscally well, the faculty should share in this prosperity. In lean financial times, faculty members should expect more modest salary increments.
• Promotion in rank occurs only twice in a faculty member’s career, and so should be accompanied by a significant increase in base salary.

By promoting a faculty member in rank, the College is stating that the individual has made a meaningful contribution to this institution and will continue to do so.

• Faculty salaries at North Central College should reflect rank, experience, academic degree, market differentials, and performance.

Any model for salary distribution must be sensitive to market differences. That is to say that we should recognize that some disciplines or areas command higher salaries. However, to be effective, salary systems should provide sufficient flexibility to increase salaries for individuals whose performance and value to the institution increase over time.

• Faculty salaries at North Central College should be competitive at each rank. Initial hiring salaries, promotion increments, and long-term merit increments for five-year, post-tenure reviews as well as mid-term reviews must all be set at levels to facilitate maintaining competitive salaries.
• Individual faculty members should have the right to appeal for a salary adjustment. The provost and vice president for academic affairs in discussion with the Council of Deans will address cases of salary appeals made on the basis of special circumstances.

• The salary distribution model should include a merit component.

Individual contributions to the institution differ. It is fair and equitable that people be rewarded in proportion to their performance. It is important that the criteria by which merit increments are awarded and the process by which the criteria are applied be explicitly expressed and agreed to by the faculty. So that merit awards do not become a source of divisiveness among the faculty, the judgments upon which such awards are based must be the outcomes of the regular procedures for the evaluation of faculty. Since the evaluation procedures are designed to evaluate long-term performance, merit salary increases should be based on long-term performance.

While in principle annual merit increments are justified, since faculty evaluation policies and procedures are currently designed to evaluate long-term performance, routine short-term merit awards are generally not feasible at North Central. When annual budget surpluses make possible bonus awards that are not added to the base salary, such bonuses will be equally distributed to all eligible faculty members except those who have received the lowest rating in a major review with merit associated with it the previous year or those who have been terminated. The surpluses that make possible annual bonuses are the result of the overall success of the institution, and so it is appropriate that the bonuses should be equally distributed to faculty members. This general policy, however, does not preclude the provost and vice president for academic affairs recommending short-term merit bonuses in extraordinary circumstances.

• Decisions concerning merit and salary adjustments should be communicated to the faculty.

Periodically, preferably every five years, the provost and vice president for academic affairs will report the percentage distribution of faculty members receiving five-year, post-tenure merit increments.

• The model should be reviewed on a regular basis.
Periodically, the provost and vice president for academic affairs will appoint faculty members to evaluate the model. Included in this review will be a discussion of the dollar amounts used for various increments such as the amounts for merit and promotion.

The Model

Summary of the main features of the model:
1. Criteria on which salaries are based are rank, experience, merit, and area market differentials.
2. Prioritization of components of annual increments.
3. Rank minimum for each rank
4. Increased increments for promotion.
5. Long term merit based on faculty evaluations (includes five-year, post-tenure evaluations, tenure, and the mid-term review) and added to base salary.
6. Annual bonuses, when available, will generally be distributed equally among all faculty, except those who have received the lowest rating in a major review with merit associated with it the previous year or those who have been terminated.

Rank Minimum Salary
At the time of implementation in 2000, the College established a rank minimum salary for each rank. The rank minimum was 80% of the 80th percentile of Carnegie IIB schools. The current rank minima are:

Assistant Professor: $47,390
Associate Professor: $56,837
Full Professor: $70,823

The rank minimum salaries will remain at the current levels until such time as the purpose and function of the rank minima are reviewed.

Step I: All Faculty Distribution

A priority of the model is to address cost of living increases. The College will use the CPI-U Chicago area for the period from September 1 to August 31 for cost-of-living adjustments. Assuming resources are available, all eligible faculty members will receive the cost of living adjustment in their base salaries. In the event that the CPI-U for the Chicago area is not positive, all eligible faculty members will receive a zero cost of living adjustment in their base salaries.

Step II: Retroactive Back-pay

Retroactive payment, adjusted for CPI, of any increments for promotion, merit, or special circumstances that because of insufficient funds could not be made in previous years. These retroactive increments should be made according to the priorities implied by Steps III-V.

Step III: Merit Increments for Promotion
Promotion to the next academic rank never happens automatically with the passage of time; it is rather a consequence of excellent performance.

The current increments for promotion are:

- Assistant to Associate: $3,000
- Associate to Full Professor: $5,000

These amounts will be adjusted periodically in order to facilitate maintaining competitive salaries. If steps I-II and the promotion increment do not bring the salary to the rank minimum, an additional salary adjustment will be made so that the rank minimum will be reached. If a faculty member earns a merit increment at the time of a promotion, the merit increment will be added to the salary after the rank minimum is reached. Merit increments (as described in Step IV) that are earned while at a given rank may not be used in order to reach the rank minimum at promotion to the next rank.

**Step IV: Other Long-term Merit**

*Merit for Untenured Faculty*

At the conclusion of the mid-term review, tenure-track faculty members receive a summative statement indicating their progress toward tenure. Faculty members who receive a summative statement of “satisfactory progress” toward tenure in all areas of work will receive a $1,000 merit increment. Faculty members who receive a summative statement of “progress toward tenure is mixed” or “unsatisfactory” will receive no merit increment.

*Merit for Tenured Faculty Members*

Tenured faculty members are evaluated by the department chair, dean, and provost and vice president for academic affairs every five years. That evaluation results in one of three possible ratings: Meritorious, Meets Expectations, and Below Expectations. The following are the merit increments for each rating:

- Meritorious: $2,250
- Meets Expectations: No increment
- Below Expectations: No increment

The department chair, dean, and provost and vice president for academic affairs will conduct all five-year, post-tenure evaluations and the provost and vice president for academic affairs will assign the rating that will result in the merit increment.

Long-term merit increments for both untenured and tenured faculty members will be adjusted periodically in order to reward performance and to help maintain competitive salaries.

**Step V: Special Circumstances**

Every faculty member has a right to appeal for a special salary adjustment*. The burden of evidence for any salary appeal rests with the individual. The provost and vice president for academic affairs may initiate a case for salary adjustment for faculty members. In extraordinary circumstances, the provost and vice president for academic affairs may also recommend short-term bonus awards that are not added to the salary base. In any event, the provost and vice president for academic affairs will meet and discuss the requests with the Council of Deans before making recommendations to the president for
salary adjustments. If the salary distribution model works as intended, the need for special adjustments to faculty salaries should be rare.

* It is assumed that deans and department chairs will assist faculty members with this process. However, it is up to the individual faculty member to pursue this option.

**Step VI: Distribution of the Competitiveness Increment**

After steps I-V are carried out, the additional funds available to ensure North Central College’s continued competitiveness will be distributed to all eligible faculty members as a percentage increase of the previous year’s salary.