

Appendix II

Standard One: Defining Institutional Purposes and Ensuring Educational Objectives

Appendix: Criteria for Review (CFR) Not Covered in the Main Essay

CFR 1.1 Addressed in the Main Essay

CFR 1.2 Addressed in the Main Essay

CFR 1.3 Organizational Structure – include information on administrative, division and departmental structure, and on faculty governance structure

CFR 1.4 Addressed in the Main Essay

CFR 1.5 Addressed in the Main Essay

CFR 1.6 Mills College is an independent college and is unaffiliated with any political, corporate or religious organization.

CFR 1.7 The College Catalog articulates the policies and procedures of the College, and it sets forth guidelines for satisfactory academic standing, warning, academic probation, removal from academic probation, and disqualification from the College. Students have the right to request an exception to the College's policies or procedures by petitioning the Academic Standing Committee, which is composed of College faculty with the Registrar, the Dean of the Faculty and the Dean of Students acting as consultants. The Committee meets weekly to review such requests, and it reviews students' academic progress each semester.

Information about the College's policy on academic credit can be obtained at;
http://www.mills.edu/academics/undergraduate/catalog/academic_credit.php

Information on grading policies can be obtained at:
<http://www.mills.edu/academics/undergraduate/catalog/grading.php>

The College Catalog lists grounds for student misconduct, and cases are customarily heard by the student Judicial Board established by the Associated Students of Mills College (ASMC) Constitution. As also stated in the Catalog, the College reserves the right to suspend or expel a student whether or not the Judicial Board has acted in the matter, provided that the student be given:

- Written notice explaining the nature of the charge;
- A opportunity to respond in person to the official or committee making the recommendation to suspend or expel; and
- A written decision explaining the reasons for any action taken.

In addition, and in the event of conduct involving an imminent threat to the health or safety of a student or any other person, the College may also suspend that student on an interim basis of no more than 10 class days without notice of any other procedure.

The College recently completed an assessment of its performance in creating and maintaining a community where everyone is treated consistently with high ethical standards.

Information on community standards for students can be obtained at:

http://www.mills.edu/academics/undergraduate/catalog/dsl_overview_standards.php

At its May 2008 meeting the Board of Trustees approved a revised Grievance Policy and Procedure that covers policies and procedures regarding an “internal complaint of a non-academic nature about the behavior of a student, faculty member, employee, or other individual associated with Mills College. A grievance may include, but is not limited to claims of discriminatory treatment or impact based on perceived or actual race, sex, gender, gender presentation, disability, sexual orientation, age, ethnicity, national origin, or spiritual/religious beliefs that may create a harmful living, learning, or working environment.” The new policy addresses procedures for early resolution and formal investigation of complaints, the appeals process, the confidentiality of reports, and educating the community about the new policy.

At its May 2008 meeting the Board also approved a new Whistleblower Policy that provides for reporting violations or suspected violations of ethical practices. Ethics Point (see <http://info.ethicspoint.com/about/>) has been engaged as the third party vendor to receive, screen and refer whistleblower concerns anonymously. Concerns will be reported to the Vice President of Finance and Administration and Treasurer, who will be responsible for convening the Investigative Group as defined by the policy. The members of that Group will consist of the Vice President and Legal Counsel, Chief of Police, Director of Employment Services and the Business Analyst who supports internal audit functions. Ethics Point will support a confidential web page and a toll free helpline. A periodic report of all activities will be made to the Audit Subcommittee of the Board of Trustees.

The Committee for the Protection of Human Subjects oversees the protection of human subjects in research at Mills. It operates under guidelines based upon rules established by the federal government (see 21 CFR 56.101 et seq. and 45 CFR 46.103 et seq.; see http://www.mills.edu/administration/provosts_office/human_subject_protocol_overview.php.) The Committee for the Protection of Human Subjects includes faculty from disciplines across the college and reviews all proposals for research by Mills faculty and students that involve human participants, as well as proposals by researchers from other institutions who wish to recruit human participants from the Mills Community

CFR 1.8 Mills College has recently completed an assessment of its performance in the areas of creating and maintaining a community where all individuals are treated fairly and with respect and its commitment to the highest possible ethical standards.

A revised Grievance Policy and Procedure was approved by the Board of Trustees of Mills College at its May 16, 2008 meeting. The revised Policy addresses procedures for early resolution, formal investigation, structure and appeals, confidentiality of reports and education on the new policy.

Mills recently reviewed its internal administrative controls and external relations. Also at the May 16, 2008 meeting, the Board approved, at the recommendation of the Audit Subcommittee, a new Conflict of Interest Policy for Trustees, Officers and Key Employees. The Policy requires covered

persons to complete and sign an annual conflict of interest questionnaire. Other institutional administrative management policies covering auxiliaries such as mail and copy center, bookstore and payroll processing are found on Mills' website (www.mills.edu). All new policies will be published on Mills' website and campus-wide workshops and training sessions will be conducted to educate and inform all employees.

The Board approved Grant Thornton LLP (GT) to audit the annual statement of financial position of Mills College and the related statements of activities and cash flows. Pursuant to OMB Circular A-133, GT also audits Mills compliance with these requirements applicable to each of its major federal programs.

At the October 2008 meeting of the Board, the Vice President for Finance and Administration and Treasurer updated the Audit Subcommittee to recommend approval of the Administration Policy Manual Protocol and a revised Contract Signature Authority and Review Policy. The Vice President and Treasurer also led a discussion at the Audit Subcommittee meeting regarding implementation of a campus-wide assessment of administrative management, fiscal management, personnel, procurement, and business management policy.

CFR 1.9 Mills College is committed to honest, open and timely communication with the Accrediting Commission. It is committed to addressing in a serious and thoughtful manner concerns raised by WASC.

Standard Two: Achieving Educational Objectives through Core Functions

Appendix: Criteria for Review Topics Not Covered in Main Essay

CFR 2.1 through CFR 2.11

Addressed in the Main Essay

CFR 2.12 Mills is selective in the students it admits. On the undergraduate level, SAT or ACT scores are required, along with letters of recommendation and writing samples. Mills has always provided its students with the information they need to first make an informed decision about entering the College with the recognition that it is a unique community, and that it is important for each applicant to have an opportunity to fully understand the community they will be entering. To this end, interviews and visits to the campus are encouraged, and published materials strive to accurately and adequately characterize the institution and its goals and resources.

Once admitted, the College strives to keep its students informed as to degree requirements, course offerings, registration, and the policies and procedures they need to know to move on to degree completion. The tools available include the College's catalog of requirements for the various programs it offers, academic calendar, and the policies and procedures that students need to follow. All students are informed of their specific program's goals, the coursework, and specific requirements for progression toward completion of the program. This information is provided through academic advising, course syllabi, printed forms, and clearly stated at the institutional level via a web-based catalog. Further steps are being taken so students can self-evaluate their own learning outcomes as they progress through their degree programs.

While these resources have and continue to provide students with the information necessary to complete their degrees successfully, the College has recognized the dramatic change in the way that students best access this vital information along with the importance for both students and advisors to have the most up-to-date information possible, and has responded by moving information from a print-only format to electronic access in every area possible. First, the website for the College has been completely redesigned to offer an intuitive interface for accessing information such as the catalog, the course descriptions, degree requirements, etc. The website offers clear links to information on available programs, departments, calendars, resources, etc. The College has a well-established and organized approach to updating this information annually, and has provided training to every area of the College in the tools to maintain this information. With the redesign of its website, accessing the information is not only simple, but pleasant. It has allowed the College to move toward centralization of information and away from separate publications, for example, a separate Catalog and Student Handbook, eliminating the problem of conflicting information. Mills is very proud of its website and invests heavily in ensuring that the information it contains is visually appealing, easily accessible, and also reliable.

CFR 2.13 Full-time faculty aligned with the student's expressed field of interest, major or program objective serve as advisors and mentors. The relationship between student, academic advisor and faculty instructor is crucial network that involves students in their learning while also offering support and guidance. Advisors have access to important background information on their advisees, including their biographical profile, transfer credit information, etc. Advising is seen as a fundamental process to ensure students have the information they need. Because of this, all students are required to meet with their advisor at least once a semester for registration. In the English department, students and advisors to reflect on the courses selections each semester and

how they will contribute to this capstone learning experience. This reflective advising process is something the department is still working to create effectively; obviously, some advisors and students are lean more to this mode of reflective advising than others, and figuring out how to regulate each advising dyad so that reflections happens can be challenging for one or both parties.

Another important move to electronic resources is in the area of academic advising resources. For the past number of years, undergraduate students and their advisors have been provided with a one-page degree evaluation, or Mills Academic Plan (MAP), either when they transfer into the College or when they declare their major which lists the course requirements met and unmet. These MAPs have all been manually updated and in hardcopy, which has limited their "real time" viability; however, in the last two years the College began replacing the manual MAPs with electronic ones, allowing both the students and advisors the capability of "running" an updated MAP at any time. Currently, approximately one quarter of the majors have the automated degree audit capability with more to come "on line" in the near future. Also a dramatic change from only a few years ago is the online access to virtually all of the additional information that advisors had until then received in paper form. Transfer credit reports, transcripts, biographical information, etc., on their advisees are now available electronically. This information access system is designed to ensure the privacy of students' records by only allowing the student, and their officially assigned advisor access to this information.

A further electronic enhancement in the last few years is the introduction of online registration. Ninety-eight percent of students currently register online. As in other areas, the electronic access allows the student a simple way to not only sign up for courses, but, through links in the registration system, access information on courses available, course descriptions, faculty information, etc. Registration holds placed on the students' records are electronically released by the advisor once the student's academic plan has been agreed to, thus ensuring that the advising relationship is not compromised. Finally, the move to take advantage of the technology available in every way possible, has stimulated the college develop a centralized calendaring system which has built-in automated reminders to students, faculty, and administration about important dates and deadlines. This system is still in a rudimentary phase, but has proven very worthwhile even so. With the recent move to upgraded equipment and software, the calendaring will become more sophisticated.

While it has been an exciting time for the College to see the vast improvement in access to accurate and current information and services through technology, there is recognition that there is still much to do. For one thing, the Mills undergraduate curriculum seems to present challenges simply because of its complexity. Each year when seniors are reviewed for graduation approximately 25% of them are found to have inadvertently overlooked a requirement. Since the reviews are timed so that students are still able to adjust their courses, it is rare that a student finds it impossible to graduate. However, this remains a concern. It is hoped that as more and more automated degree evaluations become available, this issue will resolve itself. In addition, new technologies pose their own challenges, for example, issues of privacy and security. The College is mindful of the fact that technology for technology's sake is not the right approach. Certain types of information, and certainly, certain types of relationships, such as professor/student or advisor/student, can be enhanced, but not replaced, by technology. The challenge for Mills, then, is to approach the method for providing information and services to its students in a way that is efficient, accurate, and timely, but that does not compromise the richness of the Mills experience.

CFR 2.14 Transfer students are a large part of the Mills undergraduate population, and the College has in recent years increased the services it offers to transfer students. The Office of

Undergraduate Admission employs admission counselors who specialize in transfer recruitment so they are well-versed in the articulation agreements and requirements for transfer students. Transfer advisors are selected for their ability to facilitate students' transition into the College, and special training is offered for transfer advisors during advising orientation. The College has improved services for transfer students in recent years with the creation of the Transfer Preview Day in early summer, which allows deposited transfer students to meet their advisor and register for classes well before new student orientation in August.

Information and policies regarding the transfer of credit are available in the College catalog. In addition, each transfer student is provided with a transfer credit report prior to enrolling at the College that indicates the amount of credit received and the course equivalencies met by the transfer coursework. This information is available both in printed form and on the College's website, where it can be accessed by both the student and the advisor at any time. Transfer articulation agreements have been established with many community colleges and are posted online. These articulation agreements are continuously augmented in an effort to make the transfer process to Mills as seamless as possible. Some academic programs indicate special requirements or reduce certain requirement for junior transfers so that they are able to complete their degree in two years while still meeting the learning outcomes for the department; for example, the English department has different core lower division requirements for transfer students to enable them to focus on upper division work in their junior and senior years.

Standard Three: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Appendix: Criteria for Review (CFR) Not Covered in the Main Essay

CFR 3.1 Mills College has documented job descriptions for each of its administrative positions which include the desired qualifications. Our personnel records will reflect that those qualifications were met by the current position holder and that a comprehensive search was conducted for the most recent college officer level positions. The College feels it has sufficient administrative staff to provide good student service and meet all regulatory and legal requirements.

CFR 3.2 Addressed in the Main Essay

CFR 3.3 The College provides incentives to attract capable faculty through competitive salaries, a generous package of benefits including a retirement plan through TIAA-CREF or Fidelity, health insurance coverage, and access to an Emeriti savings plan for medical expenses incurred during retirement. Tenured faculty members are given a semester sabbatical for each 7 years of teaching. Once recruited, the College provides new faculty with a full day orientation to College policy and procedures, as well as guidance in the process of assessing student learning.

This CFR is also addressed throughout the report.

CFR 3.4 Addressed in the Main Essay

CFR 3.5 Addressed in the Main Essay

CFR 3.6 Addressed in the Main Essay

CFR 3.7 Mills College has a comprehensive centralized administrative system called Banner. It is supported by the vendor, Sungard SCT, and by our Systems and Banner Services until within coordinated and comprehensive technology services departments. Every three weeks, a Banner Users' Group is convened to ensure consistent application and use of the administrative system. In recent years, this coordination has developed many outcomes in support of the academic and administrative functions, such as Web registration, electronic distribution of mid-semester academic deficiency notices, electronic course waitlists, online grade entry by faculty, faculty-initiated drops and our piloted electronic degree-audit system. Many of these innovations have reduced administrative processing time for faculty and administrators which allow them more time to advise and teach. These technological innovations are directed toward the successful retention and development of students.

CFR 3.8 Addressed in the Main Essay

CFR 3.9 Mills College is incorporated under the laws of the State of California and is controlled by a Board of Trustees that is responsible for all its business and affairs. The Board appoints the President of the college, who is the executive and educational head of the College and the chief executive officer of the faculty. The President is a member of the Board and an *ex-officio* member all its standing committees. The board, on recommendation of the president, also appoints principal officers of the College and members of the faculty.

Community participation in Board deliberations is assured through the structure of working committees for the Board. Under the College bylaws, student and faculty leaders are members of two standing committees of the Mills Board of Trustees – the Educational Policies and Student Life Committees. In addition, a faculty member from the Mills Department of Economics attends meetings of the Board's Investment Committees in an advisory capacity.

The Board's Executive Committee is delegated responsibility for oversight of the President, including review of presidential performance and compensation.

CFR 3.10 Addressed in the Main Essay

CFR 3.11 Addressed in the Main Essay

Standard Four: Creating an Organization Committed to Learning and Improvement

All Criteria for Review (CFRs) were included in the Main Essay.