Skidmore College

Chair/Program Director Handbook

2017-2018

Also available online: http://www.skidmore.edu/dof-vpaa/handbooks.php

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ACADEMIC STAFF ~ 2017-2018

DEPARTMENT CHAIRS	American Studies	Dan Nathan	5023	Tisch
	Anthropology	Heather Hurst	5442	Dana
	Art (Studio)	Janet Sorensen	5046	Saisselin
	Art History	Mimi Hellman	5058	Filene
	Biology	Sylvia McDevitt	5076	Dana
	Chemistry	Kelly Sheppard	5132	Dana
	Classics	Michael Arnush	5462	Ladd
	Computer Science	Tom O'Connell	5293	Dana
	Dance	Debra Fernandez	5377	Dance Center
	Economics	Peter von Allmen	5092	Harder
	Education Studies	Hope Casto	5149	Palamountain
	English	Susannah Mintz	5169	Palamountain
	Geosciences	Amy Frappier	8371	Dana
	Health and Exercise Sciences	T.H. Reynolds	8349	Sports Center
	History	Tillman Nechtman	5268	Tisch
	Management & Business	Caroline D'Abate	5119	Palamountain
	Mathematics	David Vella	5291	Harder
	Music	Jeremy Day-O'Connell	5346	Zankel
	Philosophy	Larry Jorgensen	5404	Ladd
	Physics	Greg Gerbi	5127	Dana
	Political Science	Natalie Taylor	5243	Ladd
	Psychology	Mark Rye	8308	Tisch
	Religious Studies	Eliza Kent	5405	Ladd
	Social Work	Pat Oles	5445	Tisch
	Sociology	John Brueggemann	5421	Tisch
	Theater	Gary Wilson	8436	Bernhard Theater
	World Languages & Literatures	Maria Lander	5231	Palamountain
PROGRAM DIRECTORS	Arts Administration	David Howson	8445	Filene
	Asian Studies	Ben Bogin	5278	Dana
	Documentary Studies Collaborative	Jordana Dym	5272	Tisch
	Environmental Studies	Bob Turner	5251	Ladd
	First-Year Experience	Janet Casey	8111	Starbuck
	Gender Studies	Kate Graney	5242	Ladd
	InterGroup Relations	Jenni Mueller	5441	Tisch
	International Affairs	Aiwu Zhao	5105	Palamountain
	Latin American Studies	Beatriz Loyola	5214	Palamountain
	Media and Film Studies	Katie Hauser	5054	Tisch
	Neuroscience	Sarita Lagalwar	8312	Dana
	Periclean Honors Forum	Flagg Taylor	5244	Ladd
	Quantitative Reasoning Program	Rachel Roe-Dale	5290	Harder
	Self-Determined Majors	Kate Berheide	5415	Tisch
Beau Breslin, Dean of the Faculty and Vice President for Academic Affairs			5705	Palamountain
Crystal Moore, Associate Dean of the Faculty (with responsibilities for faculty affairs)			5428	Palamountain
Ron Seyb, Associate Dean of the Faculty (with responsibilities for student academic affairs)			5248	Palamountain
Academic Leadership	Paul Calhoun, Dean of Special Programs		5229	Filene
	Ian Berry, Dayton Director, Tang Teaching Museum & Art Gallery		5533	Tang
	Marta Brunner, College Librarian, Scribner Library		5506	Scribner Library
	Bill Duffy, Chief Technology Officer, Information Technology		5909	Harder
	Beth DuPont, Director, IT-Academic Technologies		5917	Harder
	Sarah Goodwin, Faculty Assessment Coordinator		8392	Palamountain
	Jim Kennelly, Director of Sustainability		5108	Palamountain
	Barry Pritzker, Director, Foundation and Corporate Relations		5654	North Hall
	Joe Stankovich, Director of Institutional Research		5719	Harder
	Kristi Ford, Director of the Center for Leadership, Teaching, and Learning		5425	Tisch
	Janet Casey, Director, First Year Experience		8111	Starbuck
	Dave DeConno, Registrar		5718	Starbuck
	Jordana Dym, Director, Documentary Studies Collaborative		5272	Tisch
	Cori Filson, Director, Office of Off-Campus Study & Exchanges (OCSE)		5355	Starbuck
	Loretta Greenholtz, Environmental Health and Safety Officer for Academic Affairs		5136	Palamountain
	Kelli Johnson, Director, Higher Education Opportunity Program		8150	Starbuck
	Kim Marsella, Director, Academic Advising		5728	Starbuck
	Marla Melito, Student Academic Development Coordinator, First Year Experience		8112	Starbuck
	Eric Morser, Director of Civic Engagement		5266	Tisch
	Levi Rogers, Campus Sustainability Coordinator		5884	Harder
	Rachel Seligman, Assistant Director for Curator Affairs, Tang Teaching Museum & Art Gallery		8324	Tang
	Jacquie Scoones, Director, Master of Arts in Liberal Studies (MALS)		5151	Filene
	Auden Thomas, Director, Summer Sessions and Summer Special Programs		5147	Filene
	Bill Tomlinson, Director, Sponsored Research		5177	Palamountain
	Mary Ellen Towne, Director, Early Childhood Center		5473	Palamountain

Support Staff Directory

Department Support Staff

American Studies	Matrazzo, Susan	5261	TLC	also History
Anthropology	Kane, Katie	5707	Dana	also International Affairs, Sustainability, Self-Determined Majors, Harder Chair
Art	Jones, Jill	5030	Saisselin	
Art History	Deason, Cassie	5053	Filene	also Arts Administration and Media and Film Studies
Biology	Kelly, Colleen	8365	Dana	for purchasing and budgets; also Chemistry, SMIC, and SAIL
Biology	Riley, Tracy	5120	Dana	also Chemistry
Chemistry	Kelly, Colleen	8365	Dana	for purchasing and budgets; also Biology, SMIC, and SAIL
Chemistry	Riley, Tracy	5120	Dana	also Biology
Classics	Clarke, Amelia	5091	Filene	also Economics
Computer Science	Newsom, Kim	5280	Harder	also Mathematics
Dance	Grandy, Ellen	5360	SRC	also Health & Exercise Sciences
Economics	Clarke, Amelia	5091	Filene	also Classics
Education Studies/ECC	Daly, Peggy	5140	PMH	
English	Knickerbocker, Theresa	5150	PMH	
Geosciences	Goody, Carol	5190	Dana	also Environmental Studies
Health and Exercise Sciences	Grandy, Ellen	5360	SRC	also Dance
History	Matrazzo, Susan	5261	TLC	also American Studies
Management and Business	Kindl, Terri	8151	PMH	
Mathematics	Newsom, Kim	5280	Harder	also Computer Science
Music	Koskinen, Michele	5320	Filene	
Philosophy	Lewis, Jennifer	5400	Ladd	Also Religious Studies, Asian Studies and Zankel Chair
Physics	Mock, Debra	5280	Dana	also Neuroscience
Political Science	McDonough, Barbara	5240	Ladd	also Gender Studies
Psychology	Lloyd, Carol	5300	TLC	
Religious Studies	Lewis, Jennifer	5400	Ladd	Also Philosophy, Asian Studies and Zankel Chair
Scribner Library	Acee, Lori	5506	Library	
Social Work	Santagato, Linda	5411	TLC	also Sociology and IGR
Sociology	Santagato, Linda	5411	TLC	also Social Work and IGR
Theater	UNKNOWN, Unknown	N/A	N/A	
World Languages & Literatures	Ivory, Patty	5722	PMH	also Latin American Studies

Program Support Staff

Arts Administration	Deason, Cassie	5053	Filene	also Art History and Media and Film Studies
Asian Studies	Lewis, Jennifer	5400	Ladd	Also Philosophy, Religious Studies and Zankel Chair
Civic Engagement	Bradshaw, Lisa	5102	Dana	also Periclean Honors Forum
Environmental Studies	Goody, Carol	5948	PMH	also Geosciences
First-Year Experience	Taylor, Allie	8111	Starbuck	
Gender Studies	McDonough, Barbara	5240	Ladd	also Political Science
Higher Education Opportunity Program	Madkin, Devin	5770	Ladd	
InterGroup Relations Program	Santagato, Linda	5411	TLC	also Sociology and Social Work
International Affairs	Kane, Katie	5707	Dana	also Anthropology, Sustainability, Self-Determined Majors, Harder Chair
Latin American Studies	Ivory, Patty	5722	PMH	Also World Languages & Literatures
Management and Business-Harder Chair	Kane, Katie	5707	Dana	also Anthropology, International Affairs, Sustainability, Self-Determined Majors
Management and Business-Zankel Chair	Lewis, Jennifer	5400	Ladd	Also Philosophy, Religious Studies, and Asian Studies
MDOCS	Soukup, Judy	5360	Filene	
Media and Film Studies	Deason, Cassie	5053	Filene	also Art History and Arts Administration
Neuroscience	Mock, Debra	5280	Dana	also Physics
Periclean Honors Forum	Bradshaw, Lisa	5102	Dana	also Civic Engagement
Self-Determined Majors	Kane, Katie	5707	Dana	also Anthropology, International Affairs, Sustainability, Harder Chair
Sustainability	Kane, Katie	5707	Dana	also Anthropology, International Affairs, Harder Chair, Self-Determined Majors

Other Support Staff

Academic Advising	Jeska, Sandi	5564	Starbuck
Dean of the Faculty	Blair, Sue	5706	PMH
Dean of the Faculty	Choukeir, Pat	5720	Starbuck
Dean of the Faculty	Peterson, Debra	5742	PMH
Dean of the Faculty	Toma, Brooke	5705	PMH
Frances Young Tang Teaching Museum	Ward, Kelly	8322	Tang
Registrar's Office	Hammond, Kelly	5710	Starbuck
Schick Art Gallery-Assistant to the Director	Shepard, Rebecca	5030	Saisselin
Sponsored Research	Miczek, Anita	5178	PMH

SKIDMORE COLLEGE ACADEMIC CALENDAR 2017 - 2018

<u>SUMMER SESSIONS 2017:</u> **Session I: TBA** **Session II: TBA**

FALL SEMESTER 2017

August	21-23	Mon-Wed	FYE London Program Orientation
August/September	31-3	Thurs-Sun	Pre-Orientation Programs
September	3	Sun	New & Transfer Students Arrive
September	4	Mon	Returning Students Arrive
September	6	Wed	Classes Begin
September	8	Fri	Internship for Credit Deadline
September	10	Sun	Add Deadline
September	20	Wed	Drop/Grade Option (S/U) Deadline
October	20-22	Fri-Sun	Celebration Weekend
October/November	30-3	Mon-Fri	Advising Week
November	7	Tues	Registration for Spring 2018 Begins
November	15	Wed	Withdrawal Deadline
November	22-26	Wed-Sun	Thanksgiving Vacation
December	8	Fri	Last Day of Classes
December	9-11	Sat-Mon	Study Days
December	12-15	Tues-Fri	Final Examinations
December	16	Sat	Fall Semester Ends
January	2	Tues	Fall Grades Due from Faculty
January	26	Fri	Incomplete Grades Due from Faculty

SPRING SEMESTER 2018

January	19	Fri	New & Transfer Students Arrive
January	20	Sat	London Returning Students Arrive
January	21	Sun	Returning Students Arrive
January	22	Mon	Classes Begin
January	24	Wed	Internship for Credit Deadline
January	24	Wed	Add Deadline
February	5	Mon	Drop/Grade Option (S/U) Deadline
March	10-18	Sat-Sun	Spring Vacation
March	26-30	Mon-Fri	Advising Week
April	3	Tues	Registration for Fall 2018 Begins
April	11	Wed	Withdrawal Deadline
May	1	Tues	Last Day of Classes
May	2	Wed	Academic Festival
May	2	Wed	Honors Convocation
May	3-6	Thurs-Sun	Study Days
May	7-11	Mon-Fri	Final Examinations
May	10	Thurs	Senior Grades Due from Faculty
May	12	Sat	Spring Semester Ends
May	14-18	Mon-Fri	Senior Week
May	19	Saturday	Commencement
May	22	Tues	Non-Senior Grades Due from Faculty
June	22	Fri	Incomplete Grades Due from Faculty

<u>SUMMER SESSIONS 2018</u>: **Session I: TBA** **Session II: TBA**

<u>HOLIDAYS</u>

Dates of observance

Labor Day: 9/04/17	Martin Luther King Day: 1/15/18
Rosh Hashanah*: evening 9/20- evening 9/22/17	Good Friday*: 3/30/18
Yom Kippur: evening 9/29*- evening 9/30/17	Passover*: evening 3/30- evening 4/7/18
Thanksgiving: 11/22 – 11/24/17	Easter Sunday: 4/1/18
Hanukkah: evening 12/12 - evening 12/20/17	Ramadan begins: evening 5/15/18
	Memorial Day: 5/28/18

*Classes will be held

FACULTY ON LEAVE 2017-18

Sabbatical - Tenure - Full Year

Bonner, Jennifer	Associate Professor	Biology
Ennis-McMillan, Michael	Associate Professor	Anthropology
Fehling, Patricia	Professor; Class of 1948 Chair for Excellence in Teaching	Health and Exercise Sciences
Frederick, Kimberley	Professor	Chemistry
Freeman-Gallant, Corey	Professor	Biology
Janes, Regina	Professor	English
Raveret Richter, Monica	Associate Professor	Biology
Rohr, Deborah	Associate Professor	Music
Vacs, Aldo	Professor	Political Science

Sabbatical - Tenure - Fall

Casey, Janet	Professor	English
Eckmann, Michael	Associate Professor	Computer Science
Hurwitz, R.	Professor	Mathematics
Peterson, David	Professor; The Robert Davidson Chair in Art	Art

Sabbatical - Tenure - Spring

Boyers, Robert	Professor; Editor of Salmagundi	English
Breslin, William	Professor	Government
Chen, Mao	Professor	World Languages and Literatures
Hall, Deborah	Associate Professor	Art
Johnson, Rebecca	Associate Professor	Psychology
Roe-Dale, Rachel	Associate Professor; Director of Quantitative Reasoning Program	Mathematics
Solomon, Sheldon	Professor	Psychology

Pre-tenure Research Leave - Full Year

Bays, Rebecca	Assistant Professor	Psychology
Biberman-Ocakli, Yelena	Assistant Professor	Political Science
Cohen, David	Assistant Professor	Management and Business
Estapa, Margaret	Assistant Professor	Geosciences
Lee, Wendy	Assistant Professor	English
Sullivan, Jessica	Assistant Professor	Psychology

Pre-tenure Research Leave - Fall

Bozio, Andrew	Assistant Professor	English
Breves, Jason	Assistant Professor	Biology

Pre-tenure Research Leave - Spring

Lindner, Andrew	Associate Professor; Associate Chair	Sociology
Lopez, Michael	Assistant Professor	Mathematics
Sweeney, Sarah	Associate Professor	Art

Sabbatical - Non-tenure - Full Year

Baytelman, Pola	Distinguished Artist-in-Residence	Music

Sabbatical - Non-tenure - Fall

Emery, Michael	Senior Artist-in-Residence	Music
Nazarenko, John	Senior Artist-in-Residence	Music

Sabbatical - Non-tenure - Spring

Chen, Dung-Lan	Bibliographic Services/Acquisitions Librarian	Scribner Library

Abroad Programs ~ Fall

Hodgins, Holley	Professor	Psychology
Krefting, Rebecca	Associate Professor	American Studies

Leave of Absence - Full Year

Arciero, Karen	Senior Instructor	Health and Exercise Sciences
Arciero, Paul	Professor	Health and Exercise Sciences

Grant Related ~ Full Year

Smith, Denise	Professor; Tisch Family Distinguished Professor	Health and Exercise Sciences

Other - Fall

Murphy, Kendrah	Associate Professor	Physics
Paarlberg-Kvam, Katherine	Visiting Assistant Professor	History

Other - Spring

Moss-Racusin, Corinne	Assistant Professor	Psychology

TENURE AND REAPPOINTMENT CANDIDATES ~ 2017-2018

2017-18			
Eligible for Tenure			
Name	Title	Department	Notes
Atalan-Helicke, Nurcan	Assistant Professor	Environmental Studies	
Carli, Sylvia	Assistant Professor	Philosophy	
Ferreira-Lamere, Eunice	Assistant Professor	Theater	Clock adjusted
Hou, Xiaoshuo	Associate Professor	Sociology/Asian Studies	Early tenure consideration
Lagalwar, Sarita	Assistant Professor	Neuroscience	
Ocakli, Feryaz	Assistant Professor	Political Science	
Perez-Moreno, Javier	Assistant Professor	Physics	
Schofield, Casey	Assistant Professor	Psychology	
Sweeney, Sarah	Associate Professor	Art	Early tenure consideration
Waraich, Saleema	Assistant Professor	Art History	Clock adjusted
Eligible for Reappointment			
Name	Title	Department	Notes
Aldarondo, Cecilia	Assistant Professor	English	
Goff, Sandra	Assistant Professor	Economics	
Greaves, Margaret	Assistant Professor	English	
Junkerman, Nicholas	Assistant Professor	English	
Mann, Christopher	Assistant Professor	Political Science	
Perez, Oscar	Assistant Professor	World Languages and Literatures	
Sanghvi, Minita	Assistant Professor	Management and Business	Clock adjusted 1 year
Smemo, Kurt	Assistant Professor	Environmental Studies and Sciences Program	
Spardy, Lucy	Assistant Professor	Mathematics	
Vecsey, Christopher	Assistant Professor	Neuroscience	
Wientzen, Timothy	Assistant Professor	English	
Wilton, Leigh	Assistant Professor	Psychology	
Wolfe, Marketa	Assistant Professor	Economics	
Eligible for Reappointment (Non-Tenure-Track)			
Name	Title	Department	Notes
Baytelman, Pola	Senior Artist-in-Residence	Music	
Brunner, Marta	Librarian	Scribner Library	
Cosgrove, John	Librarian	Scribner Library	
Emery, Michael	Senior Artist-in-Residence	Music	
Harney, Mary	Senior Artist-in-Residence	Dance	
Hrbek, Gregory	Dist. Writer-in-Residence	English	
Krzystyniak, Andrew	Associate Librarian	Scribner Library	
Mackay, Johanna	Assistant Librarian	Scribner Library	

RESPONSIBILITIES FOR THE OFFICE OF THE DEAN OF THE FACULTY

	Dean of the Faculty and VPAA	**Associate Dean of the Faculty (with responsibilities for faculty affairs)**	**Associate Dean of the Faculty (with responsibilities for student academic affairs)**
Portfolio	Responsible for broad vision/leadership for AA; planning with academic programs; appointments across AA; tenure-track hiring; Endowed Chairs; appointment of chairs/ directors; reappointment, tenure, promotion (as VPAA); *Handbook*	Assisting in the recruitment of faculty; contingent hires; presentation of cases to CAPT; curricular implementation; staffing; reviewing hiring pools; inclusive hiring workshops; diversity and inclusion initiatives; enrollment; faculty development; Infrastructure; advances civic engagement initiatives;	Implementation of academic policy as it relates to students (leaves, DQs, curricular policy and integrity violations, advising); student standing; national merit scholarships and student opportunities; experiential learning; curriculum
Committees	CAPT, CEPP, IPPC, FEC, AC	CAPT, CC, CIGU, FDC, CSS	CC, CAS, MALS, PHF, SDM, SAIG, Assessment
Direct Reports	Associate Deans	Director of the Center for Leadership, Teaching, and Learning	Registrar's Office
	Assessment	Director for Civic Engagement	FYE
	Dean of Special Programs	Sponsored Research	OCSE
	IT/Academic Technologies (dotted line)	Environment Health and Safety Officer for AA	OAA
	Dept. Chairs/Program Directors	Foundations/Institutional Grants (dotted line)	Assoc Dir of Pre-Prof & Graduate Study (CDC) (dotted line)
	Director of IR	OP	Coord for Student Academic Devel
	Library		OP
	Director of Sustainability		
	Tang		

INTRODUCTORY INFORMATION AND READINGS

ROLE OF CHAIRS/DIRECTORS
Department Chairs By Artin Arslanian
(Bennett and Figuli, eds., Enhancing Departmental Leadership, pp. 5-7)

It was by a haphazard process of selection that I became chair of a medium-sized department (10 FTE's). I came to the position unexpectedly and quite unprepared. This was true for many of the new chairs on campus. Most of us had not read about departmental leadership, and our requests to the administration of the college for an orientation seminar went unanswered. Although some of us solicited advice from experienced chairs on campus, it is safe to say that we embarked on our tasks with little experience but full of good intentions. We were resolved to nurture departmental collegiality, encourage excellence in teaching and scholarship, and improve the departmental image on and off campus. We soon learned that these lofty goals were not easily accomplished. We tried our best – with mixed results.

I jotted down a few pointers for the new chair when I recently moved to another college. These are distilled from my experience and the thoughts of other chairs. I share these knowing full well that differences in institutional size, mission, and philosophy may invalidate some of them.

- Always work within the philosophic and pedagogic tradition, and budgetary guidelines of your college. There should be a good fit between your plans and the institutional goals and realities. Ideas and methods considered brilliant in one institution might be damned in another with a different mission, tradition, structure, and clientele.

- Learn to say no early. Resources of all kinds are limited and are invariably outpaced by demand. Do not concentrate most of the resources on a few: all members should receive their fair share. However, make public the criteria informing the distribution of departmental funds and use them consistently; otherwise you'll be (rightly) accused of favoritism or shiftiness.

- Fight the urge to do something as soon as a colleague complains against another or in case of a crisis. First, hear out all parties involved and try to ascertain the facts. Do not become an intermediary or messenger between the feuding parties – this will further complicate the problem. Call the grieving individuals to your office, discuss their concerns and ask them to work out a solution, reminding them that we are condemned to live together as a family in these days of almost nonexistent career mobility.

- When chairing departmental meetings, state the issues and let all present have their say first. Do not begin by arguing your case or solutions as it will create the semblance of an adversarial relationship with those who disagree with you – they may not even bother to express their opinions. Try to maintain an atmosphere conducive to discussion by all members of the department at the price of not having sufficient opportunity to elaborate your position fully. If here is a minority view, give its proponents a second or third opportunity to make their case, but avoid taking formal votes that tend to create winners and losers. Summarize the majority view in such a way as to make some concessions to the concerns of the minority and announce it as the reflection of the department's thinking.

- Do not discuss the shortcomings and weaknesses of the department's members with others if you want to enhance your credibility and the image of the department. Always talk about their contribution, accomplishments, and strength, especially in the case of those who are rumored to have criticized you in public.

- Avoid creating an inquisitional atmosphere when evaluating for tenure, promotion, salary raises, or merit pay. Required, frequent, and systematic evaluations are the key to a potentially difficult and sometimes explosive situation. Frequent discussions with individual faculty members about teaching, publications, professional growth, and involvement in the life of the college community create a relaxed environment for open discussion. But make sure to give equal time to the faculty members for the evaluation of your performance as chair and discussion of departmental goals, problems, and priorities. If done frequently and systematically, this procedure will greatly ease the tense atmosphere that permeates yearly evaluations.

- Read the papers and publications of the members of your department, discuss their works with them, and honor their accomplishments in the department and in the wider college community.

- Make sure that candidates visiting the campus are treated professionally. Provide them with pertinent information about departmental needs, educational philosophy, salary, and benefits, but refrain (and restrain others) from gossiping about the members of the department, the faculty at large, or the administration. Indiscretions of this sort have a way of haunting the department, and sometimes the college, whether that candidate is offered a job or not.

- If a colleague takes a problem to the dean's office before resorting to all the departmental procedures, do not invest additional time on the matter. Just inform the dean that the faculty member has failed to exhaust the departmental grievance procedures. A wise dean will refer the case back to the department, lest a precedent be set that will soon flood his office with requests from faculty.

- Do not check your mail after hours or on weekends. If there are problems, there is very little that you can do about them when everyone is away from the campus. Most probably the only thing you will accomplish is to ruin your evening or weekend!

I am sure that others can easily supplement this list from their experience. Let me close with a confession: I failed to follow some of these guidelines – and often paid the price!

TOMORROW'S ACADEMIA: ADVICE FOR FUTURE DEPARTMENT CHAIRS

The Stanford University Center for Teaching and Learning
http://ctl.stanford.edu

Folks:
The posting below has some excellent advice for new, and existing, department chairs. It is by Jeffrey L. Buller, dean of the Wilkes Honors College at Florida Atlantic University [<mailto:jbuller@fau.edu>jbuller@fau.edu] The article appeared in The Department Chair: A Resource for Academic Administrators, Spring, 2006, Vol. 16, No. 2. For further information on how to subscribe, as well as pricing and discount information, please contact, Sandy Quade, Account Manager, John Wiley & Sons, Phone: (203) 643-8066 (squadepe@wiley.com).
Regards,
Rick Reis
reis@stanford.edu

Tomorrow's Academia: Advice for Future Department Chairs

People become Department Chairs for any number of reasons, but regardless of the avenues that bring them to the position, there are bound to be questions about how to prepare, what qualities to develop, and what knowledge to gain. No one can be completely prepared for the challenges of the chair position because it is impossible to perfectly predict the situations that will arise. Nevertheless, the following suggestions provide some general advice to keep in mind whether you are actively seeking the position or you are appointed to it.

Learn the Technical Operation of Your Institution

You probably have a good understanding of how curriculum proposals are approved, budgets are set, disputes are negotiated, and searches are approved within your department. (If you don't, stop reading and go find out now. This knowledge is essential.) But how do these processes work outside your department? For example, which office -- in fact, which specific person in which office -- is contacted when the roof is leaking? Aside from recording students' schedules and grades, what are the responsibilities of the registrar's office? Who ensures that commencement runs smoothly? If an alumnus needs to have a diploma replaced, how do you handle this request? If you wish to change the number of credits required for a major in your discipline, which bodies must approve your proposal and when does it become official? As chair, you will daily be asked questions about the way your department functions and the operational processes of your institution as a whole. Knowing this information will make you more effective.

Develop Conflict Management and Resolution Skills

No matter how collegial your department may be, the occasional dispute will arise. If your institution offers training in dispute mediation, register for it. If this type of training is not available at your institution, local community colleges or continuing education programs frequently offer it. If neither of these options is available, read a book devoted to this topic. Learn in advance what approaches are most likely to lead to a satisfactory resolution of the conflict. Once issue flairs up at a department meeting or is dropped in your lap, it’s usually too late to start developing the skills you need to address it.

Balance Your Administrative Duties with Your Remaining Workload

Some faculty view the chair position as a "career killer": The job takes time away from the research and course improvement needed for promotion, and it holds a high probably of alienating other faculty members when tough decisions are made, yet promises only a low probability of making friends and influencing people." These concerns should be carefully considered, but their reality is less frightening. For every example of a career suffering even modestly because of service as chair, there are dozens of examples of people who are able to successfully balance administration, teaching, and research and whose willingness to make difficult decisions gained them the respect of their peers. Be reasonable about your workload and plan accordingly. Talk to your dean to see if you can gain a better sense of how the demands of the position might affect your schedule. Perhaps you can negotiate an additional course release in order to keep an important scholarly project on track, make arrangements to team- teach a course, or receive additional graduate support for your research project. Most senior administrators have confronted the same question of balancing priorities, and you will discover that there is far more understanding and support than you may realize. Be candid with your dean about your fears. You will likely receive advice on how to handle difficult situations, and you will gain a clearer sense of how well you'll be supported by upper administration.

Become Familiar with Parliamentary Procedure

Parliamentary procedure will help you negotiate the complexities of the committee structure on your campus, allow you to be more effective in amending or tabling motions when necessary, and place you in a position where your issues are more likely to help shape your institution's agenda. In the heat of a particularly intense debate, claims are often made that parliamentary procedure requires this or that. Since most faculty have only a general sense of whether the claim may be true, decisions can be made that could have been more effectively challenged or debated. Use available resources to acquire expertise in the basics of conducting meetings and the priority of various types of motions.

Pick Your Battles

A chair cannot fix every problem or advance every initiative. Those who try either scatter their energies too widely or make the department nervous that everything is going to change. (New chairs will learn that no department is ever ready for as much change as they claim to be.) It is more productive for chairs to focus their attention on a few important improvements than to try to do too much. After your term as chair is over your legacy is likely to be only one or two significant achievements anyway. Do those well and you will have made the best contribution possible.

Expand Your View

As chair, you will need to advocate for and view matters from the entire purview of your discipline. At the very least, you will need to start thinking of yourself as a psychologist rather than as a clinical psychologist, a historian rather than as a U.S. historian, a physicist rather than as a solid state physicist. Consider issues from the perspective of your entire college, institution, or university system. It can sometimes be better to forgo a more immediate desire for the benefit of a longer-term need. Every department and institution is different, but in general you'll benefit most by making decisions based on what you believe is right than on what you believe is expedient. Postponing the creation of a new department line to increase staffing in admissions or the development office could alter the financial chemistry of your institution so that there are more new lines in the future. Allowing a new position to be added in another department may serve your majors better than staffing a new position in your own department. Like a chess player, an effective Department Chair must view the entire board to see how an individual move affects every other. You will be a far better advocate for your discipline if you understand how it fits into the overall needs of students, faculty, and other university constituents.

It's Not Personal

If you've ever had the privilege of directing students in a play or taking them on an extended trip abroad, you're well aware of the phenomenon of suddenly becoming the lightning rod for others' discontent. The wise director or program leader knows this is going to happen and doesn't take it personally. Somehow, this lesson, so easily learned in situations involving students, is harder to recall when we're dealing with faculty. The psychology that occurs during long, intense work with any group will occur when you're serving as Department Chair. One or more faculty members may sometimes treat you coldly, and you'll be convinced that they're upset with something you did or said. Only later will you discover that the cause of their apparent rudeness had nothing at all to do with you. On other days, faculty will blame you for everything that is going wrong, even if you had no control over the situation. Don't let this common occurrence distract you from what you need to do and want to accomplish. As chair, you will occasionally be the object of frustration and animosity simply because these emotions require some outlet. Remember that all that anger is really directed at the chair itself, not at you as a person.

Find a Mentor

Every new chair can benefit from occasional conversations with someone who has gone through the same experiences and who knows how the system works. If your institution does not provide you with a formal mentor, take the initiative to find your own. Choose a chair or former chair in a department that is similar to yours in size, mission, or focus. It is generally best that your mentor not be a former chair of your department. Such an individual, while wanting in most cases to be helpful, is likely still to be involved (at least tangentially) in department politics and anything you say could be used against you. Former chairs of your department will inevitably have an agenda and their own way of doing things; your goal is to discover the way that works best for you, not to adopt what worked well for someone else. Your mentor will provide you with advice and counsel, but it is up to you to decide whether to follow that advice.

Find a Confidante

Find someone you can talk to, even vent to, when necessary. Having a person to whom you can turn when you need to voice your frustrations is not the same as having a mentor. Mentors provide advice; confidantes lend an ear. A good confidante is someone you can talk to freely without worrying that it's going to get back to your faculty or upper administration. For this reason, the person you choose as an outlet for your deepest concerns and annoyances should never be a member of your current institution. The further away from your institution this person is, the better. Everyone needs someone to vent to now and then, but do so wisely and only when it is absolutely necessary. No one likes to feel that every time they hear from someone it is about a new complaint. Moreover, even the things you say in the greatest confidence could be repeated to the wrong people. Use your confidante carefully, and cherish a good one who comes your way.

Gain Experience from Every Opportunity

If there is time before you begin your term as Department Chair, seek out opportunities to serve on as any department committees as possible. Heading a committee can help you hone your organizational skills. Serving on a committee headed by someone else exposes you to different models of leadership. Each committee you work with will educate you about another aspect of your department and how it works. Serving on college- or institution-wide committees can also expand your contact with the individuals and offices that can help you do your job better when you're chair. Volunteering for search committees outside your area can be particularly productive: You'll improve the skills needed to implement searches yourself, and you'll have an opportunity to ask candidates about methods used to solve particular problems at the institutions where they're currently working or studying. All committee work, no matter how dreary or routine, will provide you with at least some new insights or perspectives. Don't lose the chance to take full advantage of these opportunities.

LESSONS LEARNED AS A DEPARTMENT CHAIR

The Stanford University Center for Teaching and Learning http://ctl.stanford.edu. An archive of all past postings (with a two week delay) can be found at http://cgi.stanford.edu/~dept-ctl/cgibin/tomprof/postings.php

Folks:
The posting below is a valuable "lessons learned" list from a former department chair, Matthew Lombard, of the Department of Broadcasting, Telecommunications and Mass Media at Temple University in Philadelphia, (lombard@temple.edu). The comments should be of interest to both regular faculty and other department chairs. Regards,
Rick Reis
reis@stanford.edu

Lessons Learned as a Department Chair
For whatever it may or may not be worth, before I end this last message as chair I want to tell you some of the things I've learned or had reinforced while in the job (apologies to those who suffered as I learned!):

- Administration is critically important to a successful department, school and university and involves a lot more than most of those who aren't administrators think.

- Effective, regular communication at all levels is critically important for successful administration.

- Too many administrators (as too many faculty and people generally of course) aren't effective communicators.

- Policies and procedures, and the interests of the department and institution, are very important, but people - and treating them with fairness, honesty, respect and compassion - are more important.

- High faculty and staff morale, which depends on effective communication and valuing people over policy among other things, is critically important for successful administration and makes life a lot more pleasant.

- Many meetings are of limited value - too often they're scheduled because they've always been scheduled, they last too long, they feature announcements that are more suited to e-mail or other formats, the distributed agendas are too general and/or not followed, the agenda tasks could be accomplished in focused discussions among smaller groups of people, etc.

- A seemingly limitless number of formal and informal barriers and challenges often make trying to accomplish administrative goals incredibly frustrating, but finally accomplishing them can be very satisfying.

- Nearly all academic administrators both impose decisions (top down administration) and determine and implement the decisions of their colleagues (bottom up administration); finding the right balance between the two is essential to success; I think the most effective administrators lead not by imposing or following but by whenever possible guiding discussions to build reasonable and practical consensus.

- There's only so much time and energy, so administrators can choose to do more things less carefully and thus less well, or fewer things more carefully and thus more effectively; again, finding the right balance is essential to success (if I err, I prefer to err on the side of doing fewer things better).

- Successful administrators (as others) invest great amounts of time and physical and emotional energy into their job but they always remember it's just a job (we all may feel indispensable at times but our institution will carry on with or without us - it's more important to enjoy our life).

- Effective administrators at all levels seek to make incremental and infrequent but regular, scheduled changes rather than shock-to-the-system, constant and unpredictable changes.

- The best administrators always remember that faculty are peers and not subordinates, and treat them accordingly.

- Effective administrators keep organized records for their own and their successors' use, and know that statements and promises are nice but having and keeping them in writing is better (though still not always a guarantee).

- The vast majority of faculty (and administrators for that matter) are hardworking, cooperative, and collegial; unfortunately administrators have to spend too much time thinking about and dealing with the others.

- Administrators (and the rest of us) have to find the right balance between short, terse, bullet- pointed communications (reports, e-mail messages, etc.) and long, detailed, elaborate communications; I tend to favor the latter too much but I'm working on it (so that's my last bullet point here!)."

MYTHS THAT MAKE CHAIRS FEEL THEY ARE POWERLESS
From the November 1999 AAHE Bulletin

Six fallacies that stifle change — and how to overcome them
By Ann F. Lucas

After decades of giving unquestioning respect, the public has become demanding, critical, and angry with higher education. Employers are dissatisfied with graduates who lack skills in oral and written communication, critical-thinking ability, and being effective team members. Moreover, after almost two decades of downsizing, and the perception that no one's job is safe even though the organization is doing well, the public is angry at the sense of entitlement of academics who retain tenure, whether or not they are productive. This is the source of much of the external pressure for post-tenure review.

Higher education must respond to external criticism that demands change in the system, and to internal awareness of challenges arising from virtual universities and corporate classrooms. Whether that change is improving student learning, relating methodology to course objectives, curriculum renewal, or broader interventions such as outcomes assessment, service-learning, or integrating technology, chairs often feel helpless in the face of necessary innovation.

Developing faculty who will be responsive to these kinds of changes seems a formidable task to chairs. Despite the colossal need for leadership at the departmental level, and the position that the American Association for Higher Education and the Pew Roundtables have taken that the department is the place where change should begin, chairs often state that there is nothing they can do to initiate change in the department. Not only do they not know how to be change agents, they do not believe that they have the power to bring about change. Fewer than one-third of 4,500 chairs in self-report data I have collected reported any degree of success in motivating difficult colleagues or poor teachers who are tenured. Chairs also report problems in getting faculty to accept a "fair share" of the work of the department, and in dealing with conflict in the department. There is a feeling of powerlessness in the face of such difficulties, primarily because faculty are tenured and thus presumably resistive to change. On campus after campus, chairs have repeated to me a series of myths they believe as justification for being unable to modify the status quo.

A myth, particularly one in which there is a strong belief, is a fixed perception of a situation that in turn dictates what an individual can control and what cannot be changed. The "rules of the game" develop from such an attribution or label; for example, whether chairs will try to deal with difficult colleagues, or ignore the situation because they believe there is nothing they can do that will make a difference. Thus, chairs build high walls around themselves and around circumstances that not only control their behavior but justify how they choose to behave. Whenever individuals describe a situation as having no solution, or see it only as a dichotomy having just two opposed alternatives, it is probable that they are engaging in premature closure. In other words, they have stopped trying to generate options to the problem, and often put themselves in no-win situations.

From my observations, here are the six most frequent fixed beliefs, or myths, that are dysfunctional for the chairs who hold them, accompanied each time by my rebuttal.

1. "I am elected by my colleagues to serve at their pleasure for only three or four years, then I will be a faculty member again. Therefore, there is nothing I can do to deal with the problems."

The belief in an inability to do anything as chair because a person is simply a peer among equals conveys an aura of humility and democracy in action; yet it can effectively leave a department without a leader. Particularly when a chair is elected by peers for a limited term, choosing to be a team leader is a valuable choice of leadership style. As team leader, a chair can take an active role in seeking meaningful input and full participation from everyone in the department so that faculty members can plan and organize themselves to function most effectively. Being a team leader requires setting shared goals with the department and individual goals with individual faculty members so that everyone can focus on how they can achieve departmental goals while realizing their own. Goal setting with individuals and providing feedback on performance in a supportive climate are the strongest forces a chair can use for motivating faculty. When chairs are passive because they feel there is nothing they can do, departments, and often faculty, stagnate.

2. "It is my turn in the barrel. I don't particularly want to be chair, but we all have to take a turn."

Given academic norms that administration of any sort is a necessary evil, such statements by an incoming Department Chair do not usually raise concern among faculty; on the contrary, faculty often worry that people who want to be chair may be seeking power. However, when someone doesn't want to be chair, neither the department nor its faculty will benefit by having a person in that role simply because it is his or her "turn." What is most likely is that such an individual will behave in a passive- resistive fashion and accomplish nothing for the department. Whenever he or she is chided for not taking some responsibility, the response can always be, "But I didn't ask to be chair."

3. "I am simply a peer among equals. I am not a manager."

This is a good example of generating only two options. "I am either a peer or a manager. There is nothing in between." As chair, an individual is no longer just a peer among equals. Chairs have responsibilities that are different from those of faculty members. Although all chairs have to perform some management functions, they don't have to become managers; they can become leaders.

4. "I have neither carrot nor stick. It is not possible either to reward or punish faculty members."

It is simplistic to think that rewards include only economic benefits, and that punishment means only the firing of a faculty member. There are many more meaningful ways to reward people; and punishment has so many negative side effects, it is rarely an alternative of choice in motivating others. When chairs are respected colleagues, they have the ability to reinforce faculty for the latter's work. Being taken seriously by a colleague who appreciates the quality of what an individual is doing is both rewarding and motivating. Moreover, chairs usually have major input into personnel decision making, scheduling of courses, release time, and allocation of resources. Therefore, despite the fact that it is not realistic, the perception that chairs have "neither carrot nor stick" certainly contributes to their feelings of powerlessness.

5. “I am neither fish nor fowl. Being neither faculty member nor administrator, my role is not clear."

Granted that role conflict is stressful, a chair must be the conduit between faculty and administration, representing the needs of each to the other. This requires that a chair be an articulate spokesperson for department members to administration. It is also necessary for a chair to be a public relations person for faculty members so that their accomplishments, their impact on the discipline at the state or national level, and their outreach to the community can be appreciated by the rest of the university.

In addition, however, because they represent administration to faculty, chairs must at times advance points of view that represent what is deemed to be good for the college or university over what is perceived as good for individual faculty members. For example, faculty often strongly resist a chair’s request that they teach an 8 a.m. class, a late evening course, or a course that meets three times a week. In each of these cases, faculty may feel that the chair has lost the ability to identify with colleagues and is behaving like an administrator. Chairs must handle such conflict in their roles with tact, fairness, and good humor.

6. "I have no power. Therefore, I can donothing."

Many chairs feel they have no power, though this perception is not usually accurate. In the context of the work of the chair, power is the ability to influence faculty to achieve their own goals as they accomplish the work of the department. Chairs have enough power to motivate faculty to increase student learning by teaching effectively, to increase scholarly productivity, and to increase service or outreach activities. All they need is to know how to go about it.

The kinds of power that chairs have to motivate faculty include position power, personal power, and expert power. Position power, often referred to as legitimate power, is related to the authority individuals have simply because of their positions. The extent to which chairs control rewards and punishments varies markedly from one institution to another, but when their input on administrative matters is weighted heavily by a college or university, their position power is increased. Thus, chairs have strong position power when their judgment is given serious consideration in personnel decision making.

Position power is by and large a given. Personal power, however, varies considerably and can be increased in legitimate ways. If chairs treat everyone with respect, if they are perceived as working for and fighting for the well-being of their faculty members when the cause is just, if chairs create a supportive climate in the department, and if they give people recognition and visibility for their achievements, their personal power becomes greater.

A third kind of power is expert power, which is based on knowledge and control of resources. Chairs usually know better than faculty how to get things accomplished in a college or university, particularly how to do things that are not described in faculty handbooks and other formal documents.

Overcoming Mythology

Chairs do have considerable power, then, but when they believe these six myths their effectiveness is undoubtedly reduced. However, institutions also have great responsibility for enhancing competent leadership by taking the chair role more seriously. Although the 80,000 chairs in colleges and Universities constitute a knowledgeable body of leadership and influence, too often they are overlooked as the valuable resource they can be. There is little evidence that sufficient care is given to selection, training, professional development, and support of chairs.

Furthermore, if chairs are to be good team leaders and effective agents of change, they need to learn how to initiate those difficult conversations in which the collective wisdom of their colleagues is gathered so that commitment is developed to confront challenges that face their departments. Chairs need to learn the skills for leading change. Chairs must learn how to confront and manage negative behaviors of faculty and staff. They need to learn more about motivating department members. Chairs must master skills in creating a supportive communication climate, managing constructive feedback, resolving conflict, and be engaged in their own ongoing leadership development. In addition, some of the mind-deadening paperwork — the primary complaint of chairs — must be handled by computer or delegated to a technical assistant or a competent secretary so that chairs have time to be leaders.

(Ann F. Lucas is a professor of organization development at Fairleigh Dickinson University. She can be reached at annlucas@aol.com.) Lucas is the author of Strengthening Departmental Leadership: A Team Building Guide for Chairs in Colleges and Universities (Jossey-Bass, 1994). Her most recent book, Leading Academic Change: Essential Roles for Chairs, will be published by Jossey-Bass in January 2000.

PART ONE ~ PERSONNEL

I. Faculty Recruitment: Skidmore College: Faculty Search Process

This section outlines the major components in the academic search process for tenure-track faculty. These inclusive search practices will vary depending on the department, program, discipline, and nature of the position.

A. Tenure-Track Searches

Tenure-track faculty appointments are the most important resource the College possesses. Given that they represent long-term commitments (30 years or more), placing new tenure lines judiciously is of the utmost importance. Likewise, if we automatically replace every person who leaves the College (because of retirement or other reasons) with someone who possesses similar expertise, we severely limit our ability to develop new areas, react to developments in disciplines or enrollments, support interdisciplinary programs, deliver all-College requirements, etc. It means that the College has little flexibility in faculty staffing except to add new, tenure-track faculty lines, which is limited by resources.

In order to ensure that all new or replacement faculty lines receive equal consideration, departments seeking to obtain a new line or to retain an existing line will submit a proposal as a new initiative request to the DOF/VPAA. The proposal should provide a full and well-articulated rationale and will be due in December along with other New Initiative requests. Allocation of lines will occur by the following spring semester in order for recruitment to begin in the early summer.

B. Guidelines for Tenure-Track Line Search Proposals

The following framework may prove useful in drafting a proposal for consideration for a tenure-track line.

We encourage departments to develop proposals that address the relevant objectives in the Strategic Plan, and how the tenure-track line will address broader cross-disciplinary or emerging areas in our liberal arts curriculum. In thinking strategically about ways to recruit new faculty, it is important to recognize that graduate programs are producing scholars who are increasingly cross-disciplinary and able to address a broad range of curricular areas and/or support disciplinary interests across departments and programs. The DOF/VPAA Office is particularly interested in departmental proposals for tenure-track lines that articulate structural ways to bridge appointments across disciplinary areas. Please note that Part One, Section VI, *B* and *C* of the Faculty Handbook provides guidelines for this type of appointment. In addition, the DOF/VPAA Office recognizes that departments may propose tenure-track requests that will focus on specific disciplinary, programmatic, and curricular needs. In all cases, proposals should address the supporting rationale for a particular approach. Though they are not the driving force, or even the most important criteria, enrollment projections and historical trends with respect to majors should be helpful in developing the justification for any tenure-track line request, as well as the ways in which the new line will contribute to interdisciplinary programs.

All new tenure-track appointments are expected to contribute to the First-Year Experience program by teaching a Scribner Seminar on a cyclical basis based on departmental contributions to the program. Since the Scribner Seminars are mostly taught by tenure-track and tenured faculty, these contributions are part of the regular portfolio of courses that all tenure-track and tenured faculty are expected to fulfill and therefore do not constitute exceptional contributions. Furthermore, all tenure-track searches are expected to generate an inclusive pool of candidates such that the College can continue to enhance faculty diversity. Because this effort is an objective of the Strategic Plan, all search plans should address how departments anticipate creating a rich and diverse pool of candidates.

Given these parameters, departments submitting proposals for tenure-track lines should clearly indicate which of the following two broad categories are applicable:

1) Positions that will contribute primarily to the programmatic and curricular needs of an individual department or program. These positions will be expected to contribute to the Scribner Seminar program and/or other all-College requirements.

2) Positions that will contribute substantively to the programmatic and curricular goals of more than one department or program. These positions will also be expected to contribute to the Scribner Seminar program and/or other all-College requirements. Proposals in this category should provide supporting documentation from the partnering department or program so that the nature of the cross-disciplinary interaction is evident.

The DOF/VPAA will issue a call for proposals in late September. Following consultation with Academic Affairs, and in particular, the Chairs Advisory Group, departments will be notified in the spring semester as to whether they will receive permission to search for a tenure-track position. The deadline for submitting proposals is on or around December 1.

The proposal should address:

- How the position will contribute to the program's goals and curricular needs of the departments/programs
- How the position will contribute to strategic planning initiatives, interdisciplinary programs, other departments, all-College requirements, etc.
- Records/projections of student enrollments, especially enrollments below 10 at all levels
- History of the number of majors

Exceptions to this policy are failed searches, in which case the approval to search for a new line will be streamlined. However, in non-renewal of third-year reappointment and tenure cases, justifications regarding the line's configuration need to be made and approved, according to the described criteria, by the DOF/VPAA.

1. *Developing an Inclusive Search Plan and a Search Committee Process for Tenure-Track Appointments*

a. The size and composition of the Search Committee will depend on whether the line is departmentally based or across departments and/or programs.

b. In the case of departmentally-based tenure-track lines, the Chair of the search committee may be the Department Chair or a senior member of the department.

    - The Search Committee representation from within departments should include:
        - representation of diverse perspectives
        - representation from across the ranks
    - All Search Committees should include at least one member from another department or program, preferably with shared research or teaching interests.
    - All Search Committees will include a diversity advocate who will participate in all stages of the search.
    - Representation from other departments or programs which will broaden the search process also may occur at various stages of the search (review of applications, search committee meetings, off campus interviews, on campus interviews, etc.).

c. In the case of cross-department and/or program tenure-track lines, the Search Committee should include representation from both departments or department and interdisciplinary program involved. The Chair of the Search Committee will be agreed upon by the partnering units.

- The Search Committee representation from the departments or programs should include:
    - a diversity advocate
    - representation of diverse perspectives
    - representation from across the ranks

d. The charge to the Search Committee should be established by the Department Chair and/or Program Director in consultation with the departmental faculty and the DOF/VPAA. The charge should include the following:

- A position description
- A search plan and the scope of the search including the process to ensure a diverse pool of candidates
- The timeline for the search process
- A statement of committee values and decision-making processes
- If necessary, a statement of confidentiality practices for each stage of the search

e. What to include in the Search Plan:

- The justification for the position (may be a summary of original position request)
- Position description and candidates' desired qualifications
- Search Committee membership and roles
- An advertisement draft
- Proposed advertisement placements: target location, deadlines, length of placement
- Conference attendance plans
- Anticipated start-up or scholarly support costs
- The timeline should include due dates for applications, for review of CVs and other materials (scholarship, teaching evaluations, etc.), conference dates for off- and on-campus interviews, reference checking, request for additional funding with rationale and completion date of the search

f. Submit the Search Plan to the DOF/VPAA.

g. Consult with the DOF/VPAA about funding of travel costs to conferences (or other expenses) associated with participants from both inside or outside the department or program.

2. *<u>Developing a Position Description, Profile and Advertisement</u>*

a. A position description should include: roles, responsibilities, functions, expectations, and minimum qualifications of candidates.

b. Position Profile Qualifications: qualities of an ideal candidate, degree requirements, teaching experience, area of specialization, research interests and record, and demonstrated experience that align with department and institutional priorities and goals.

c. The advertisement should be constructed in such a way as to attract a diverse pool of applicants, and submitted for review and approval to the ADOF prior to submission to Human Resources.

d. The Chair submits the ad and the potential placement to the Assistant Director for Employment, Compliance and Workforce Diversity for review and the EEO statement.

3. ***<u>Recruiting an Inclusive Candidate Pool</u>***

a. In order to attract a diverse pool of candidates, the Chair is encouraged to target key graduate programs, professional publications, web sites, list serves and print media. The Chair should consider email, direct calls, and contact with professional colleagues or senior administrators at other institutions who may have the potential to assist with the identification of diverse candidates.

b. The DOF/VPAA, in consultation with the ADOF, or designee, and Human Resources, will review and approve the pool of candidates before phone or conference interviews are arranged. Should they determine that the pool is not sufficiently inclusive, they may ask for additional information.

c. The DOF/VPAA, in consultation with the ADOF, or designee, and Human Resources, will review and approve the final pool of candidates before campus interview invitations are extended. Should they determine that the pool is not sufficiently inclusive, they may ask for additional information and request that additional steps be taken. Please provide CVs of top candidates selected for on-campus interviews along with a summary of the finalists' pool including demographic data ***before*** scheduling campus visits.

4. ***<u>Campus Visits</u>***

a. Campus visits may include any and all of the following: departmental seminars; teaching and/or research talks; meetings with students; meetings with other departments or program faculty, as appropriate; with an ambassador; a campus tour; and a community tour.

b. Ambassadors Program: Meetings with particular constituencies or individuals that offer candidates the opportunity to ask questions and explore cultural and social considerations outside the scope of the search are required for tenure-track candidates. Brooke Toma, in the DOF office, will identify an Ambassador for each tenure-track candidate. While it is ideal to engage full-time contingent candidates with the Ambassador Program, limits on the number of Ambassadors serving in any given semester varies and such a meeting may not be feasible.

c. All finalists will meet with the DOF/VPAA and the ADOF, or designee, during their on-campus interview.

d. **<u>Before constructing the itinerary</u>**:

- Contact the DOF/VPAA Office to schedule appointments for interviews with the DOF/VPAA (x 5705), ADOF, and an Ambassador.
- **PLEASE SECURE THE APPOINTMENTS WITH THE DOF/VPAA AND ADOF BEFORE DETERMINING THE CANDIDATES' ITINERARIES AS APPOINTMENT TIMES ARE LIMITED.**
- NOTE: please be sure to follow recruitment expense guidelines. (See 5 below)
- Email the complete dossier to the DOF/VPAA Office including: cover letter, CV, supporting letters, and the itinerary.

e. It is essential that the candidates feel welcomed and comfortable while on campus.

f. Please review the travel and entertainment guidelines with respect to the recruiting process: http://www.skidmore.edu/financial_services/documents/SKIDMORECOLLEGETRAVELPOLICY2016.pdf

5. *Guidelines for Recruitment*

Prior to attending professional association recruiting/interviewing conferences or bringing tenure-track candidates to campus, please contact the DOF/VPAA office to discuss a department search plan. Include in the plan the position particulars, the number of faculty expected to participate at the conference, as well as an estimated budget and timeframe.

Generally no more than two faculty should plan to attend departmental association recruiting conferences to recruit for one position; a maximum of three for two positions. In instances where a conference interview has taken place, the number of candidates brought to campus should be kept to three for tenure track positions.

For contingent positions in which candidates must travel, it is expected that the top choice be brought in for an interview. If this candidate is suitable, an offer can be made. If this candidate is not suitable, one more candidate can be brought to campus for an interview.

When either the DOF/VPAA and/or ADOF are expected to interview a candidate, an interview date/time must first be secured on the DOF/VPAA's or ADOF's calendar prior to extending an invitation to a candidate.

TRAVEL:
Air travel is appropriate for trips beyond a 200-mile radius from campus. Train transportation is encouraged when cost effective, especially to New York City. Personal automobile is suggested within a 200-mile radius of campus, with expected reimbursement at the current IRS rate per business mile. Meals, tolls, parking, public transportation expenses including bus, subway and taxi are generally reimbursable (original receipts need to be provided). When possible, please use Skidmore's tax exemption certificate.

Candidates must arrange their own travel. Generally it is more cost-effective for the external constituent to make travel arrangements at their point of origin, and subsequently submit (ORIGINAL) receipts along with an Expense Report to the DOF office (provided by the department) to assure timely reimbursement.

Hiring departments are encouraged to arrange for personal pick up of applicants arriving by plane, train or bus. If this is not possible, contact a local car service (Christopher Limo 518-783-3088), taxi (Saratoga Taxi 518-584-2700) – from Saratoga Springs; Capital Airport Taxi (from Albany International Airport) or rent a car to conclude their trip to Skidmore, whichever is most cost effective. The cost will be reimbursed to the constituent when applicable.

LOCAL LODGING: Departments will need to contact Purchasing Services for a current list of preferred local hotels and Skidmore rates **for direct bill to the College.** Please advise the candidates that personal entertainment (movies, games, etc.) will not be not reimbursed.

MEALS:
When a candidate is visiting campus, it is suggested that no more than two faculty lunch and/or dine off-campus with each candidate; three if it is on-campus (meal tickets can be used). In the case of students, four is acceptable for lunches with candidates. Please use area restaurants that bill the College directly listed below:

- Boca Bistro
- Chianti
- Forno Toscano
- Longfellows
- Olde Bryan Inn
- Sperry's

For all other restaurants not previously established with tax-exemption procedures, the responsible faculty member must use a personal College-corporate credit card. When using the Skidmore College corporate credit card, it is important to show the College's tax exempt purchase certificate; sales tax reimbursement **will not be** considered under any circumstance. Reasonable expenses, when interacting with external constituencies, will be reimbursed.

Alcoholic Beverages: Consuming alcohol during recruitment meals is discouraged and will not be reimbursed.

INTERNAL CHARGES:
When using the Dining Hall or Spa, the appropriate RECRUIT SCIP card must be used to assure that charges be applied to the proper account lines. On occasions when students are asked to take candidates to lunch/coffee, the same rule applies. Meal tickets can be purchased in advance using the SCIP Recruit; please contact the DOF/VPAA's office for more information.

MISCELLANEOUS EXPENSES:
Requests for reimbursing candidate and employee expenses must be submitted on either a travel Expense Report form or a Check Request form and SIGNED by the person claiming reimbursement. The paperwork gets forwarded to Sue Blair, in the Dean of Faculty/Vice President for Academic Affairs office for approval. Please make sure original, itemized receipts for all items are included.

6. ***Interview and Selection.*** Review legal and illegal questions cited below (page 29).

7. ***Checking References***

a. The Search Committee should develop guidelines for phone references or review of reference letters:
   - Identify who makes the calls
   - Determine focus areas for questions
   - Develop questions to learn about past performance
   - Ask the candidate for additional references beyond the list they provide

b. Reference checks are completed before an offer is made.

c. Candidates should be informed that background checks will also be performed.

8. *Skidmore Protocol/Guidelines for Making an Offer*

a. Although the DOF/VPAA provides the salary range, the Department Chair conducts the negotiations and makes a final offer. Information regarding financial support for relocation is provided by the DOF/VPAA Office. The timeline for confirmation of the offer by the candidate is determined by the Department Chair but is generally 10 working days. Once the candidate has accepted the offer, the Department Chair must contact Human Resources to initiate the background check and then complete a Contract Request Form, which will prompt the creation of the contract letter. The contract letter will then be prepared by the DOF/VPAA Office and will be sent by the DOF/VPAA (or the Associate Dean in case of non-tenure track lines) in consultation with the Department Chair.

b. Start-up and scholarly support should be negotiated with the DOF/VPAA and needs to be included in the department's Capital Budget request in the year of the search. Space needs should also be considered. If there are any needs for facilities modification that should be included in the Capital Budget request.

c. The workload for tenure-line faculty is 18 faculty workload credits per year or an average of 36 workload credits over two years. When faculty take a semester leave (i.e., sabbatical, directing seminar-length study abroad programs), the faculty member is expected to teach the bulk of their workload (i.e., three classes) in the semester of the academic year in which they are teaching on campus. Faculty workload is tracked through Digital Measures so Department Chairs/Program Directors should communicate with the DOF office regarding any changes in workload credit for course offerings.

9. *Resources*

a. Vicker, L. A. and H. J. Royer. (2006), The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring. Sterling, VA.: Stylus Press.

b. *Skidmore Assessment Interviewing Training Manual;* HR Assessment Interview Training Program: https://www2.skidmore.edu/hr/training/class_list.cfm

c. Local resources of interest to candidates (e.g., job market for partners, housing information, schools): http://www.skidmore.edu/hr/eeo_diversity/staff.php

10. *Guidelines for Use of Research Funds for New Tenure-Track Faculty*

Start-up research funding for new tenure-track faculty is allocated through the Capital Budget process to support the development of research and scholarly activities. Generally, this funding is used to support scholarly and research activities so that junior faculty on tenure-track appointments are able to transition successfully from their graduate or postdoctoral homes to Skidmore.

This research support is to be used primarily to fund:

- equipment
- supplies
- laboratory set-up
- student research assistants
- research participant remuneration
- occasional travel associated with disciplinary research

Faculty allocated start-up funding should develop, in consultation with their Chair, a research plan for expending this support during the first three years of their appointment. It is important to note that these funds are part of the Capital Budget, and thus they should be expended within the first three years of the initial appointment. In rare and extraordinary instances where institutional circumstances (lab renovation, etc.) may preclude a faculty member from expending her/his start-up funds in a timely manner, a written request with justification to extend the funds to the fourth year may be made to the DOF/VPAA through the Department Chair.

The processing of the start-up funds occurs under the supervision of the Department Chair. In instances when the faculty member is not directly making the purchases, the Department's administrative support person will work with the faculty member in securing the supplies and equipment. This ensures a rapid turn-around on orders by having expenses directly charged to the Department's budget. The support person has the capability of making the necessary changes on the PASS account to ensure that the proper account number is charged. A monthly spreadsheet should be submitted to Sue Blair in the DOF/VPAA Office so that the most current information can be shared with the Director of Financial Planning and Budgeting.

C. How to Request Hiring Faculty in Contingent Appointments

Non-tenure-track faculty, or faculty in contingent appointments, are an important teaching resource at the College, and a number of departments rely on them to adequately deliver their academic program. Regardless, every department, at one time or another, hires non-tenure-track faculty to replace faculty on leave, on phased retirement, personal leaves of absence, or due to enrollment pressures. Historically, non-tenure-track faculty hiring responds to departmental or programmatic need. Most faculty on full-time, one-year, non-renewable contracts replace tenured or tenure-track faculty on one-year leaves. It is often the case that departments or programs decide to hire in a contingent position in an area not otherwise represented by the specialization of their permanent faculty. Thus, faculty in contingent appointments open opportunities to broaden and enrich departmental and/or program course offerings.

1. Request for Faculty in ContingentAppointments:

a. The Chair or Program Director should request approval from the ADOF as soon as the need arises. Such need may result from enrollment pressures, prospective leaves, or an unforeseen vacancy of an existing line.

b. The Chair will need to make a case for each instance including:

- How the position will meet the needs of the program
- How the position will contribute to the College priorities (e.g., interdisciplinary programs, goals of the Strategic Plan, delivery of Scribner Seminars by tenured and tenure-track faculty)
- Enrollment data

c. Request(s) for full- and part-time appointments should be discussed with the ADOF before submitting an Authorization to Employ (ATE). In the case of multiple renewals of part-time faculty, such consultation may be requested by the ADOF upon submission of the ATE.

2. Search Guidelines for Faculty in Contingent Appointments

a. Depending upon the length of appointment, the ADOF may request that the Department Chair/Program Director submit a position description and a search plan (e.g., position description, advertisement copy, timeline for the search, and search process) before approving the ATE.

b. The Chair and delegated department members will interview all one-year hires. The Chair should consult with the ADOF before making an offer. It is not necessary for the ADOF to interview candidates for part-time or one-year positions.

c. In the case of multiple-year contingent appointments where there are travel costs associated with the campus visit, Departments/Programs will bring their top choice to campus first. If this person is suitable, an offer can be made. If this person is not suitable, a second candidate may be brought in.

- Contact the DOF/VPAA Office to schedule appointments for interviews with the ADOF (x 5705).
- **PLEASE SECURE THE APPOINTMENTS BEFORE DETERMINING THE CANDIDATE'S ITINERARY - APPOINTMENT TIMES ARE LIMITED**.
- Email the complete dossier to the ADOF Office including: cover letter, CVs, supporting letters, and the.
- Follow the Guidelines for Recruitment above.

d. The Chair, after consulting with the ADOF, will make an offer and negotiate salary with the finalist. Once the candidate has accepted the offer, the Department Chair must then contact Human Resources to initiate the background check and then complete a Contract Request Form, which will prompt the creation of the contract letter. The contract letter will then be prepared by the DOF/VPAA Office and will be sent by the DOF/VPAA (or the Associate Dean in case of non-tenure track lines) in consultation with the Department Chair.

D. Diversity in Hiring: Strategic Considerations[1]

As outlined in our current and previous strategic plans, the College is committed to being a supportive community in which we demonstrate a genuine commitment to diversity and inclusion where our students can develop intercultural understanding and global awareness to thrive in an increasingly interconnected world. If we are to achieve this objective, we must, in the words of Gandhi, "be the change we wish to see in the world." That is, we must first develop within and across our community the knowledge and skills that we seek to impart to our students. As one necessary means to achieving this end, we must recreate Skidmore itself as a more diverse, globally conscious academic community – one that is ever more capable of supporting this crucial educational goal. Indeed, the College we envision is one that truly lives up to the commitment in our "Mission Statement" to educate "a diverse population of talented students who are eager to engage actively in the learning process."

Liberal education itself requires the interplay of the broadest possible spectrum of ideas, viewpoints, and perspectives. We enhance the intellectual and cultural vitality of our community when persons of many different backgrounds and viewpoints draw upon distinct personal histories and engage in honest dialog. Diversity, likewise, links directly with creativity: interactions between disparate perspectives frequently strike the intellectual sparks that herald the emergence of a new idea. Attention to difference in background, cultural perspective, life

[1] Endorsed by the Institutional Policy and Planning Committee on February 16, 2007

experience, and worldview is, thus, an essential element within the larger framework of Skidmore's most fundamental and longstanding institutional commitments.

In light of these values, each new search and admissions cycle marks a moment of opportunity and possible transformation for the campus community. So as we look to each pool of potential students, faculty members, or other employees, we must reaffirm our commitment to increasing representation from specific targeted populations, especially persons of color, those who bring international perspectives, and other members of under-represented groups. We have begun this work and to-date have achieved a measure of success, but we are not yet where we need to be. Accordingly, we must raise our expectations to increase not just our efforts but our achievements, aggressively employing both our creativity and the best practices we can identify, whether from inside or outside our boundaries.

As a matter of policy, Skidmore College will work actively to increase the diversity of our community. We will address imbalances in both student and employee populations and meet our diversity-related objectives by recruiting the best candidates from as broad a pool as possible. And, as always, we will continue to be guided by our fundamental educational values leading our students to develop robust cognitive abilities, enhanced critical and intercultural skills, and an appreciation of their individual and social responsibilities as citizens of the United States and the world. Meeting these objectives is crucial to our achieving new levels of excellence as one of the nation's premier liberal arts colleges.

E. Legal and Illegal Pre-Employment Inquiries

GUIDE TO LEGAL AND ILLEGAL PRE-EMPLOYMENT INQUIRIES

Introduction

The job interview is an essential component of the hiring process. While the job interview provides the College with an opportunity to assess whether an applicant will be a good fit, asking the wrong question could result in legal liability. Conducting a proper interview is thus imperative to finding the right candidate while avoiding legal liability. This guide is intended to help interviewers avoid discriminatory inquiries during job interviews.

Preparing to interview:

Any interviewer represents the College, and job candidates will perceive any interview encounter as "acceptable college practice". Therefore, as you prepare your interview questions, ask yourself:

- Is the question legal?
- If it is legal, is it appropriate?
- When in doubt, don't ask. Focus on the job-related information.

Please note: Every interaction with the candidate constitutes part of the interview: phone conversations, transport to and from a hotel, meals, walking across campus, etc. Everyone who will have contact with candidates should therefore be made aware of areas of inquiry that are not appropriate or illegal questions that should not be asked.

If a person volunteers information that is not job related, direct the conversation back to job-related topics. Information volunteered by an applicant that is not job-related – especially information about a job applicant's protected status (see below) – should not affect your decision about the applicant's ability to do the job. Refer difficult questions and issues to Human Resources.

Pre-employment Inquiries:

Throughout the interviewing process, it is important for the person(s) conducting the interview to be aware of the anti-discrimination laws with regard to pre-employment inquiries. These laws apply not only to recruitment and hiring, but also to transfers and promotion of employees.

In general, one should avoid any questions that, either directly or indirectly, are likely to elicit information about an applicant's membership in a protected class, including the applicant's race, religion, color, national origin, sex, age, disability, marital status, military status, sexual orientation, genetic predisposition, domestic violence victim status or any other status protected by applicable law. Make sure to ask only questions that are bona fide occupational qualifications—BFOQs— questions directly related to a candidate's ability to do the job.

The table of "Lawful and Unlawful Pre-Employment Inquiries" consists of questions compiled by the New York State Division of Human Rights and from *The Complete Academic Search Manual* (Vicker and Royer, 2006).

Note: This list is applicable to any job candidate. Subjects marked by an asterisk (**) refer to inquiries that are particularly relevant for searches for faculty and administrative professional positions.

After hiring, Human Resources can legally obtain the following:

- A birth certificate copy
- Marital status (married or single only)
- Proof of eligibility to work in the United States (as regulated by Federal Law)
- Photographs
- Physical examination and drug testing, if appropriate, or required by position, can be initiated once an offer is made with continuation of employment contingent upon a satisfactory result
- Social Security card
- Background check, if appropriate, or required by position, can be initiated once an offer is made with continuation of employment contingent upon a satisfactory result

Lawful and Unlawful Pre-Employment Inquiries

Subject	*Lawful Inquiries*	*Unlawful Inquires*
Name	• Whether the applicant has worked under another name. • Have you ever worked for this college under a different name? Is any additional information relative to change of name or use of an assumed name or nickname necessary to enable a check on your work record? If yes, explain. • What name(s) are your work records listed under?	• Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent (e.g., what nationality is your last name?). • Inquiries about name change due to a court order, marriage, or otherwise. • Maiden name of married women.
Birthplace	• See citizenship below.	• Birthplace of applicant, spouse, parents, or other relatives.
Citizenship	• Statement that employees must be eligible to work in the United States. • Do you have a legal right to work in the United States? • Whether the applicant is prevented from lawfully becoming employed in the US because of a visa or immigration status.	• Any inquiries about citizenship or whether the applicant is or intends to become a U.S. citizen. • Birthplace of applicant. Birthplace of applicant's parents, spouse or other close relatives. • Of what country are you a citizen? Whether an applicant is naturalized or a native-born citizen, the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native-born citizens of the U.S., the date when such parent or spouse acquired citizenship.
Residence, Nationality	• Place of residence. • Length of residence in this city. • About foreign language skills (reading, speaking, and/or writing) if relevant to the job.	• Specific inquiries into foreign addresses that would indicate national origin or nationality of applicant. • Whether applicant owns or rents home. • Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality. • Nationality of applicant's spouse or parents. • What is your native tongue?

Age**	• Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring. • Are you 18 years of age or older? If not, state your age.	• Cannot require that applicant state age/date of birth unless under 18. • Cannot require that applicant submit proof of age in the form of a birth certificate, naturalization papers, or baptismal record. • Any question that may tend to identify applicants over 40 years of age (e.g., what year did you graduate high school/college?). • How old are you? What is your date of birth? What are the ages of your children, if any?
Gender**	• Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists.	• Applicant's gender cannot be used as a factor for determining whether an applicant will be "satisfied" in a particular job (e.g., because the job involves physical labor, travel away from home, or is traditionally labeled "men's work" or "women's work"). • Any inquiry that would indicate gender of applicant. • Any inquiry into an applicant's caregiving responsibilities (e.g., what childcare arrangements would you make if offered this position?).
Marital and Family Status, Sexual Identity**	• Whether applicant can keep specific work schedules. • This is the typical schedule for this position. Is there any reason you would not be able to work this schedule? • <u>Note</u>: These inquiries are permissible provided they are made for both male and female applicants.	• Marital status or number of dependents. Name, age, job, address, or other information about spouse, children, or relatives. • Questions about sexual identity, orientation, or preference. What is your sexual orientation? • Do you wish to be addressed as Mrs.? Miss? Or Ms.? • Are you married? Are you single? Divorced? Separated? Widowed? • Do you have a boyfriend/girlfriend? • What is your maiden name? • Child care arrangements. • Plans to have children.

Race, Color, Physical Features**	• Voluntary submission of Equal Employment Opportunity (EEO) information made directly via Human Resources' application process.	• Inquiry as to applicant's race, color of skin, eyes, or hair or other questions directly or indirectly indicating race or color. • Applicant's height or weight when it is not relevant to the job. • What race are you? • Are you a member of a minority group? • What is your national origin?
Disability	• Can ask an applicant questions about his or her ability to perform job-related functions. • Please describe/demonstrate how you would perform the essential functions of this position. (Note: if used, this question should be asked of all candidates). • **Only if an employee voluntarily discloses a need for reasonable accommodation,** can ask what reasonable accommodation is needed to perform job-related functions, but **not** about the underlying medical condition.	• General inquires ("Are you disabled?") that would tend to reveal disability or health conditions that do not relate to fitness to perform the job. • Do you have a disability? Have you ever been treated for any of the following diseases . . .? • Do you need a reasonable accommodation? • What is your medical history? How does your condition affect your abilities? • Have you ever filed a workers' compensation claim?
Education	• Applicant's academic, vocational attainment. • Inquiry into applicant's academic, vocational or professional education and the public and private schools attended. • What is your educational background? • Do you have licenses and certifications for this job?	• Date last attended high school or college (reflects age).
Pregnancy**	• No acceptable inquiry.	• Any question concerning pregnancy, birth control, or capacity to reproduce. • Advocacy of any form of birth control or family planning.

Arrests and Convictions	• Asking about **conviction** of a crime related to job qualification. • Have you ever been convicted of a crime, other than minor traffic violations? If yes, please describe (No applicant will be denied a position because of a conviction for an offense unless there is a direct relationship between the offense and the position, or unless hiring would be an unreasonable risk).	• Asking about **arrests**. • Have you ever been arrested? • Have you ever spent a night in jail?
Religion or Creed	• No acceptable inquiry.	• Any question requesting the applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed. Applicant may not be told "This is a (Catholic, Protestant, or Jewish) organization." • What religion are you? Which religious holidays will you be taking off from work? What church do you attend? Do you attend church regularly?
Military Experience	• If needed for employment history, you may ask about applicant's military experience in the U.S. Armed Forces.	• Any question into applicant's general military experience. • Any question into type of discharge.
Organizations	• Inquiry into applicant's membership in organizations that the applicant considers relevant to his/her ability to perform the job.	• Asking what organizations, clubs, and societies the applicant belongs to that are **not** relevant to his/her ability to perform the job (political, social, religious, etc.) • List all clubs, societies and lodges to which you belong.
Photograph	• May not be requested prior to hire.	• Requirement or option that applicant affix a photograph to employment form at any time before hiring.
Language**	• Inquiry into languages applicant speaks and writes fluently if needed for the position.	• What is your native language? • Inquiry into how applicant acquired ability to read, write or speak a foreign language.

Experience	• Inquiry into work experience. • What experience qualifies you for this job? • Inquiries that explore a candidate's diversity experience. • How have you supported a prior employer's commitment to diversity? • Tell me about your participation in diversity events/and or organizations at other employers. • How have you integrated multicultural issues as part of your professional development?	• How has your race/gender/national origin affected your work experience?
Relatives	• Name of applicant's relatives already employed by the college.	• Names, addresses, ages, number or other information concerning applicant's spouse, children or other relatives **not** employed by the college.
Driver's License (if applicable)	• Do you possess a valid NYS driver's license? (if necessary to perform duties of the position)	• Requirement that an applicant produce a driver's license.
Travel	• This position requires travel. Are you willing to travel?	• Since you have children will you have trouble getting the time to travel?
Overtime	• This position may require overtime. Are you available for overtime?	• Since you have children, does that mean you won't be able to work overtime?
Garnishment Records	• No acceptable inquiry.	• Have your wages ever been garnished?
Mode of Transportation	• Can you arrive to work by the required start time?	• Do you own a car? Mode of transportation.
Family History**	• No acceptable inquiry.	• Where were you born? • Where are your parents from? • What is your heritage? • What language do you speak at home?

**Note: This list is applicable to any job candidate. Subjects marked by an asterisk refer to inquiries that are particularly relevant for searches for faculty and administrative professional positions.
Last updated: 9/20/2006

The Equal Employment Opportunity, Diversity and Anti-Harassment: Policies and Procedures are available on: http://www.skidmore.edu/hr/eeo_diversity/index.php

F. Adjunct Faculty Pay Scales and FTE Chart

GENERAL ADJUNCT FACULTY PAY SCALE	
Years at Skidmore	**Amount Per Credit Hour**
1-3 Years	$1,300 per credit hour
4+ years	$1,400 per credit hour
OVERLOADS: $1,200 per credit/contact hour – no scale	
SCIENCE ADJUNCT FACULTY PAY SCALE	
Years at Skidmore	**Amount Per Credit Hour**
1-3 Years	$1,300 per contact* hour
4+ years	$1,400 per contact* hour
*By decision of the Science Planning Group in the fall of 2003, science faculty will be paid per "contact hour." A "contact hour" is **NOT** determined by credit hour but rather by actual hours of lecture plus actual hours of lab. For example, a 4 cr. hr. course could typically be 3 lecture hours + 3 lab hours = $6,600 compensation (for a new adjunct). Breakdown of lecture/lab commitment per course can be found in the College Catalog.	

ADJUNCT FACULTY FTE CHART							
Credit Hours	**Percentage**	**FTE**	**Retirement**	**Credit Hours**	**Percentage**	**FTE**	**Retirement**
1	5%	.05	N	11	55%	.55	Y
2	10%	.10	N	12	60%	.60	Y
3	15%	.15	N	13	65%	.65	Y
4	20%	.20	N	14	70%	.70	Y
5	25%	.25	N	15	75%	.75	Y
6	30%	.30	N	16	80%	.80	Y
7	35%	.35	N	17	85%	.85	Y
8	40%	.40	N	18	90%	.90	Y
9	45%	.45	Y	19	95%	.95	Y
10	50%	.50	Y	20	100%	.100	Y
Full-time Faculty		1.00	Yes				
9 cr. hrs. (min. of three 3 cr. hr. courses) = 1,000 hours for admin/prof or support staff for retirement eligibility							

PROMOTIONAL PAY INCREASE INCREMENTS	
PROMOTION TO	**PAY INCREASE**
Senior Instructor/Senior Teaching Professor/Senior Lecturer	$3,000
Senior AIR/WIR	$3,000
Associate Professor	$3,000
Distinguished Artist-in-Residence	$4,000
Full Professor	$4,500

G. Authorization to Employ (ATE) Process for Faculty Appointments

This process should be followed for ALL hires. (Contact the DOF/VPAA Office with any questions at x5705)

1. Authorization to Employ (ATE) and Advertisement

All requests for tenure-track, multi-year, and one-year appointments MUST include a job description and position justification approved by the DOF/VPAA (tenure-track) or the ADOF (non tenure-track) BEFORE the ATE process begins. **An ATE must be completed for every new hire *and* every new contract.**

a. Log onto the PeopleAdmin system from the Human Resources webpage (https://careers.skidmore.edu/userfiles/jsp/shared/frameset/Frameset.jsp?time=1501263226389) and click on the Authorization to Employ (ATE) online link.

b. Please be sure to complete and provide all necessary information. Once the ATE is completed, submit the completed ATE to the Academic Affairs Coordinator

i. *Position Information*:

- A full-time teaching load for tenure-track faculty is a minimum of 18 credit hours for the academic year.
- A full-time teaching load for non-tenure track appointments is a minimum of 20 credit hours for the academic year.
- All full-time, visiting appointments with terminal degrees are designated as “visiting” regardless of rank.
- The title of "Lecturer" applies to faculty who have not yet completed their terminal degree.
- Appointments to contingent positions with less than a full-time load will be at the Lecturer level regardless of the terminal degree.

ii. *Position Status*:

- Generally, all faculty appointments are for nine months.
- Salaries for faculty who were full-time the previous year and will retain full-time status in their next contract will have their pay spread over the summer months in order to enable them to retain their benefits and receive salary over that period.
- Salary payments during the summer are considered an advance of salary against the following academic year and will be subject to repayment if employment is terminated during the summer months.
- The second and any subsequent years’ salaries will be distributed over 26 pay periods (to include the summer months); thus, payroll checks will appear to be smaller.

iii. *Part-time/Temporary Appointments*:

- The specific courses must be indicated on the ATE. Credit and/or contact hours must be included.

c. Request for Waiver of a Search. A waiver of a search request must be approved by the Dean of the Faculty's Office and the Assistant Director for Employment, Compliance, and Workforce Diversity. Generally, the waiver may be used only for continuing contracts.

d. Advertising the Position

- Create the advertisement and attach it to the ATE for review.
- Include a diversity statement to attract a diverse pool.
- Indicate the list of publications that will carry the advertisement and indicate deadlines. Check with the Assistant Director for Employment, Compliance, and Workforce Diversity to ascertain that the advertisement appears in the appropriate venues to attract a diverse pool of candidates.
- The advertisement will be reviewed by the ADOF and the Assistant Director for Employment, Compliance, and Workforce Diversity to ascertain that it is in compliance with federal regulations.
- The Assistant Director for Employment, Compliance, and Workforce Diversity will add the inclusive hiring language to the ad.
- Please remember that, due to cost, the College prefers online to print advertisement. Consult the DOF/VPAA or the ADOF should you have questions.

e. Demographic Data Collection. Applicant pool information is necessary for the institution (please consult the Assistant Director for Employment, Compliance, and Workforce Diversity if you have questions regarding this step of the process).

2. *Contract Request*

Once a candidate has accepted the offer, please notify Human Resources to start the background check process and complete the Contract Request Form (CRF). Detailed information concerning the background check policy can be found online at the following link: https://www.skidmore.edu/hr/documents/BackgroundChecksPolicyProcedure.pdf :

a. A Contract Request Form (CRF) **MUST** be submitted for **EVERY** Hire. The Link to CRF can be found on the VPAADOF webpage and is as follows: http://www.skidmore.edu/dof-vpaa/forms/faculty-contract-request/index.php

- Provide all requested information as accurately as possible.
- Indicate the appropriate rank of the new hire. If unsure, please contact the DOF/VPAA Office (x 5705) for assistance.
- Include the amounts agreed upon for relocation and/or start-up funds. Please note that relocation allowances cannot be reimbursed until after the new faculty's first payroll is processed.
- Include any special arrangements in the appropriate text area.
- The DOF/VPAA Office will process the contract letter which will go out no later than 18 working days from the date of request. If an expedited letter is required, please request it on the contract request form.

b. The Contract Letter

   a. The DOF/VPAA Office will email a draft of the contract letter to the Department Chair or Program Director. PLEASE READ IT CAREFULLY before giving final approval to ensure that all agreed-upon terms are included.
   b. A return date is generally set for two weeks from the date of the contract letter. The DOF/VPAA/ADOF will request the chair or director to follow-up with the candidate if s/he has not returned the signed letter by the due date.
   c. Academic Professionals. For positions which are hybrid administrative-teaching positions, a detailed job description (DOF PQ) is required.

II. Faculty Evaluation

A. <u>Annual Faculty Evaluation Letters</u>

Evaluation Letters for Tenure-Track Faculty and Faculty in Contingent Appointments are due to the DOF/VPAA office by August 31:

- "All faculty members have the right to receive from their Department Chairs written evaluations of their performance: annually if non-tenured; every three years if tenured, or if Library faculty in more than their sixth consecutive year of continuing service; or more frequently and informally at the individual's request." (*Faculty Handbook*, Part One, Article VII(A)(2), p. 111)

- "Tenured members of the department at the rank of Associate Professor shall normally be evaluated every three years on a schedule determined by the Chair and coordinated with the individual's and the department's sabbatical cycle; tenured members of the department at the rank of Professor shall normally be evaluated every six years on a schedule determined by the Chair and coordinated with the individual's and department's sabbatical cycle. The DOF/VPAA shall keep a record of tenured faculty members' evaluation cycles, and remind Department Chairs when evaluations are due. The annual letters of evaluation shall be transmitted to the individuals concerned and a copy will be sent to the DOF/VPAA Office no later than August 31 following that academic year. These evaluations are to be kept on file in the individual's department and in the DOF/VPAA Office. Only the individual, the Chair, and the DOF/VPAA may have access to these evaluations." (*Faculty Handbook*, Part One, Article XIII(D)(3), p.143)

B. <u>Guidelines for Individual Faculty Summary of Activities</u>

Individual faculty summary of activities are due annually to the DOF/VPAA office by June 30. Annual Reports are collected in the DOF/VPAA Office and are read by the DOF/VPAA and ADOF over the summer.

In 2017, as part of an initiative of the Office of the Dean of the Faculty, Skidmore College began using a web-based activity reporting system called Digital Measures. Digital Measures is designed to help faculty organize, track, and report on their accomplishments in teaching, scholarship/research and creative works, and service. The system can also help prepare materials for departmental reviews, identify cross-disciplinary partnerships among faculty and directing funding opportunities, and demonstrating institutional capacity in grant applications. Many Skidmore faculty are also actively involved in engaging students in a variety of exciting and meaningful ways. It is increasingly important for faculty to document this important work so that it is appropriately acknowledged in annual activity reports, tenure and promotion documents, and external reports to various constituencies and accrediting bodies. Any questions or concerns will be addressed during the summer months.

C. <u>Third Year Reappointment Cases for Tenure Track Faculty</u>

"An appointee considered by the department to be a candidate for reappointment at the end of the second year will be evaluated in the third year according to departmental procedures. The department must submit its recommendation, positive or negative, with supporting evidence to the office of the Dean of the Faculty on or before January 15 of the appointee's third year." (*Faculty Handbook*, Part One, Article VIII [D][1][b])

The process for third-year reappointment cases for tenure-track faculty include:

1. Letters: Each clearly indicating support or lack thereof.

   - The Department or Program Personnel Committee (PPC) must submit, at a minimum, a consensus letter signed by all faculty eligible to write on behalf of the candidate as indicated by department or program procedures that summarizes (1) the department or program's overall recommendation, positive or negative and (2) the evidence supporting the recommendation to the Associate Dean of the Faculty (faculty affairs) on or before January 15 of the appointee's third year, and 3) departmental or programmatic need.
   - If faculty members eligible to write on the candidate's behalf disagree with the consensus letter and therefore cannot sign it, faculty members may write an individual letter to the Associate Dean of the Faculty (faculty affairs) on or before January 15 with their recommendation and a summary of the supporting evidence for the recommendation.
   - Program Directors, whenever pertinent, will also write letters.

2. Student evaluations: both quantitative evaluations and qualitative evaluations (please make sure that all copies of the long forms are legible).

3. Documentation of professional activity whether scholarly or creative, such as publications, conference papers, tapes, reviews (by or about candidate), slides, etc. The Chair's letter should explain the candidate's professional activity and how it should be or/has been evaluated (e.g., professional status of journals, conferences, galleries, etc.)

4. Teaching and research or scholarly statements from the candidate are desirable.

5. Copies of annual and semi-annual summary of activities reports.

6. List file contents. Copies should be kept by both the chair and the candidate. In the case of additions, all copies of the content list must be updated.

D. **Stop Tenure Clock Policy.** See Faculty Handbook, Part One, Article VIII [E][4]).

E. Suggested Guidelines for Writing Letters in Reappointment and Tenure Cases

The *Faculty Handbook* mandates participation of certain faculty in reappointment and tenure cases. Moreover, other members of the faculty and administration are often invited to provide recommendations to the DOF/VPAA or to the Committee on Appointments, Promotions, and Tenure (CAPT). The following extracts from the *Faculty Handbook* make clear who is required/invited to participate in these personnel cases.

1. *Third-Year Reappointment*

- The Department or Program Personnel Committee (PPC) must submit, at a minimum, a consensus letter signed by all faculty eligible to write on behalf of the candidate as indicated by department or program procedures that summarizes (1) the department or program's overall recommendation, positive or negative, (2) the evidence supporting the recommendation to the Associate Dean of the Faculty (faculty affairs) on or before January 15 of the appointee's third year, and (3) departmental or programmatic need. (Please consult the CAPT calendar to be certain of all dates)
- If faculty members eligible to write on the candidate's behalf disagree with the consensus letter and therefore cannot sign it, faculty members may write an individual letter to the Associate Dean of the Faculty (faculty affairs) on or before January 15 with their recommendation and a summary of the supporting evidence for the recommendation. (Please consult the CAPT calendar to be certain of all dates.)
- The Department must present clear and decisive evidence concerning the individual's professional qualifications and the Department's need for the candidate's particular abilities in its projected programs.

2. *Tenure*

The CAPT has the responsibility of securing information with respect to the candidate's teaching competence, professional accomplishment, and service to the academic community. Sources of this information include letters from:

a. Full-time faculty and those holding shared appointments in the department concerned (in the ranks defined in Part One [Faculty Rights and Responsibilities], Article VI [Appointments to the Faculty], Sections A [Tenure-Track Appointments] and E [Non-Tenure-Track Appointments], number 2b [Artist- or Writer-in- Residence] who are in at least their third year of full-time service at Skidmore.

b. Department Chair.

c. Program Directors (where appropriate).

d. Sources suggested by the candidate under consideration, including Administrative Officers, the Coordinator or Director of a program, or Chair of a department in case the candidate has taught in an interdisciplinary program or department other than the one in which he or she holds an appointment.

3. Individuals writing letters of evaluation for the candidate shall clearly state whether they do or do not recommend tenure and why, according to the criteria for continued service (as found in Part One, Article VIII (A) of the *Faculty Handbook*).

4. The Chair, in the letter of evaluation for the candidate, shall clearly state whether the department does or does not recommend for tenure and why, according to the criteria for continued service. Furthermore, the Chair shall clearly state the extent to which a candidate's particular abilities will continue to be needed, as far as the department's future can be projected.

5. While reappointment letters are directed to the DOF/VPAA, and letters in tenure cases are addressed to the CAPT, there are some general points to consider which may help faculty, and particularly Department Chairs, in writing effective letters.

6. Letters should help the DOF/VPAA and CAPT to understand the case by explaining the nature of the candidate's teaching, research, and service. Every field has its idiosyncrasies as does every personnel case; moreover, while members of CAPT and the DOF/VPAA have a great deal of experience in evaluating personnel cases, they are unlikely to have specific expertise in the candidate's field, especially since no member of CAPT may deliberate about a case from his or her own department. Therefore, the most useful letters place the candidate's record in the context of his/her field as well as in the context of the work of the department and the college.

7. *Nearly every candidate has both strong and weak points in his or her file. An effective letter offers an honest evaluation of both the candidate's strengths and weaknesses and shows how such an evaluation leads to either a positive or a negative recommendation.*

8. The "Evaluative Criteria for Continued Service" (See *Faculty Handbook*, Part I, Article VIII) provides the standards established by the faculty against which all faculty must be measured. But while the *Faculty Handbook* separates these criteria into the categories of teaching, scholarship, and community service, the work of some candidates may not be so tidily divided. Effective letters help the DOF/VPAA and CAPT understand a candidate's case by demonstrating how a particular file should be read. The most valuable letters will achieve many of the following goals; and will address <u>both</u> the strengths and, equally importantly, the <u>weaknesses</u> of a candidates file.

a. TEACHING. Effective letters will:

- Characterize the candidate's teaching effectiveness. CAPT must rely on departmental letters, student evaluations and material that candidates submit (e.g., syllabi, statement of teaching philosophy, etc.) to gain a sense of a candidate's teaching profile. An assessment of a candidate's teaching, above and beyond a reading of the student evaluations, is a necessary part of the file. Illustrations drawn from peer visits or other assessment tools are extremely important. While numerical summaries from the short forms and excerpted comments from the long forms are sometimes helpful, please bear in mind that each member of CAPT reads every teaching evaluation and that, therefore, such summaries and excerpts should also be supported by interpretation from a departmental perspective.

- Reflect on the role the faculty member has played in the department and the college. Characterize the kinds of courses a candidate has offered. If the candidate has taught mostly lower- or upper-level courses, explain why. Say whether the courses are required or electives, whether they serve the department, the college, or both. Show how the candidate's teaching contributes to the departmental and college curriculum. Has the candidate offered interdisciplinary courses or contributed to the FYE Program? (Where appropriate, the *Faculty Handbook* mandates that Program Directors and Department Chairs will consult with each other.) Has the candidate designed non-traditional approaches to teaching? Has the candidate made use of the web? What new courses has the candidate developed?

- Reflect on the faculty member's development as a teacher. CAPT is most interested in the trajectory of the candidate's development. What is the long story that course evaluations and peer visits reveal? If the candidate experiences difficulties in some course or courses, account for that. Indeed, account for anything that might strike a stranger's eye as odd or different

b. SCHOLARSHIP. Effective letters will:

- Place the candidate's scholarly, creative, or professional work within the context of the candidate's field. How does the candidate's work contribute to the field? What is distinctive about the discipline that CAPT might need to know in order to evaluate the candidate's work? What is unique to the candidate's professional work that CAPT might not understand (for instance the role of patents, grants, performances, exhibitions etc.).

- Characterize the quality of the journals, presses, professional, or creative outlets where the candidate's work has appeared. Say how the discipline values books or juried articles, museum exhibits or regional concerts. Explain the role the candidate has had in jointly produced work. Explain the significance of being first, second, or nth author/investigator on a particular project or grant.

- Explain what aspects of the candidate's professional work, if any, might be difficult or impossible for the department to evaluate. To what sources in the file should CAPT, the DOF/VPAA and/or ADOF look for an evaluation of this work?

- Place the candidate's scholarly, creative or professional profile within the context of the candidate's career at Skidmore. Reflect on the advantages and disadvantages of doing a particular kind of work in a small college setting and on the value of the candidate's work to Skidmore. Speak about collaborative research with students. Comment on financial support, facilities, time constraints, released time (including pre-tenure sabbatical), and interdisciplinary work or work with colleagues at other institutions.

c. SERVICE. Effective letters will:

- Place the candidate's service within the context of his/her career.

- Characterize the nature and importance of the candidate's service. Point to particular achievements in the department or college and to examples of leadership. Characterize the kinds of service the candidate has done: mostly curricular or mostly administrative; mostly with students or mostly with colleagues. Characterize the candidate's work as an advisor.

- Bring to light any as yet unacknowledged service to the profession, the department, or the college. Be particularly aware of the kind of service that does not appear on a CV: the ability to move a departmental discussion forward or even to stop it in its tracks; the mentoring of peers or younger colleagues. Be aware, too, that while service on committees is a very important aspect of citizenship, service should not be construed only as committee work.

9. ***NOTE FOR CHAIRS: The Chair's letter plays an extremely important role in a reappointment or tenure case. This letter should not only respond to the points and questions raised above, but present the department's position on a case. If a department generally agrees about the evaluation of a candidate, the chair must still account for, and attempt to explain, the dissonant voice(s). If a recommendation is genuinely mixed, again, the Chair needs to offer CAPT and the DOF/VPAA a context for understanding the difference in perspectives. Ignoring negative (or positive) voices only provokes more questions for those reading the file. Moreover, ignoring student complaints about teaching, or a thin publication record, or a service category that is all but empty suggests that the Chair thinks that CAPT or the DOF/VPAA will not notice what the Chair does not point out. On the contrary, CAPT will struggle all the more over a case that has not been comprehensively presented by the Department Chair.***

F. Procedures for Evaluation of Program Directors and Faculty Assigned to Programs

1. If the candidate is tenure-track or tenured in a department, the Department Chair shall take into account the candidate's contributions to the program in writing the annual (or in the case of tenured faculty, triennial) letter of evaluation. (For tenure–track candidates in a program, see *Faculty Handbook*, Part One [Faculty Rights and Responsibilities], Article VI [Appointments to the Faculty], Section B [Fully Dedicated Tenure-Track Lines in ID Programs].)

2. In all personnel decisions, the Department Chair shall consult in writing with the faculty who have been active in the program during the last two years to gather evidence on the performance of the candidate in the areas of teaching, scholarly, professional or creative activity, and community service.

3. In the case of programs with personnel committees, such as Gender Studies, the Department Chair shall consult the personnel committee. In the case of programs without personnel committees, the candidate's Department Chair shall solicit letters from faculty in the program.

4. The faculty referees shall in all cases indicate in writing clear support or lack of support for the candidate on the basis of his or her work in the program.

5. For all personnel decisions forwarded to the DOF/VPAA and to the CAPT, the Department Chair will attach the written statements of those reviewing the candidate's contributions to the program. Chairs and referees shall ensure that all materials are forwarded to the DOF/VPAA and to the CAPT by the announced deadlines.

6. With the exception of Interdisciplinary Programs which have tenure-track lines, it is the responsibility of the Department Chair to evaluate the candidate's contributions to the program and to refer to it in his/her letter to the DOF/VPAA and/or the CAPT. It is the responsibility of the Director for the ID Program to provide reviews and evaluations to tenure-track faculty in the Program.

G. Overview of Faculty Evaluation

1. First-year evaluation is conducted according to established departmental procedures. The Chair/Program Director will write an annual review letter.

2. Second-year evaluation is conducted according to established departmental procedures. The Chair/Program Director will write an annual review letter.

3. Third-year review is completed at the end of the first semester of the third year, and includes thorough evaluation of:

- teaching - student evaluations (long and short forms), and peer classroom visitation
- professional work
- community service

Chairs or Program Directors forward their signed consensus letter to the DOF/VPAA in January. If the DOF/VPAA disagrees, the case goes to CAPT.

4. Fourth year: Annual evaluation letter

5. In the fifth year[2], tenure review begins and it includes thorough evaluation of:

- teaching - same as third year
- professional work
- community service

6. In the sixth year, the tenure case is concluded and presented to the CAPT the fall semester.

[2] Leaves for untenured faculty will require appropriate adjustment of the process

III.CAPT CALENDAR ~ 2017-2018

All dates refer to the 2017-2018 Academic Year (unless otherwise noted).

JUNE 2017
Deadlines for June

June 15

- Letters from the Associate Dean of the Faculty (ADOF) to second-year faculty members who have not been designated as candidates for reappointment by their department.

JULY 2017

- Chair sends CAPT Calendar, CAPT Operating Code, and TAC Operating Code to Office of the Dean of Faculty and Vice President for Academic Affairs (DOF/VPAA) for inclusion in department chairs' handbook.

AUGUST 2017
Deadlines for August

August 28

- Candidates for tenure submit materials in evidence of teaching effectiveness to the Office of the DOF/VPAA.
- Candidates for tenure submit materials in evidence of professional and service accomplishments to the Office of the DOF/VPAA.

SEPTEMBER 2017
During the Month of September, CAPT:

- Distributes CAPT Calendar, CAPT Operating Code, and TAC Operating Code to the faculty.
- As first order of business, reviews file of any second-year appointee denied consideration as a candidate for third-year reappointment when the ADOF and the department disagree after reconsideration. CAPT makes a third recommendation to the DOF/VPAA as soon as possible, and no later than September 25.
- Announces to all faculty that the annual meeting of CAPT for new tenure- track members of the Faculty, their chairs, and the ADOF will occur in February.
- Notifies department chairs reminding them to submit letters for promotions to the ADOF for those faculty who earned doctoral degrees during the summer.
- Deliberates and consults with DOF/VPAA and ADOF about administrative appointments/reviews anticipated in the year ahead. (Any review must be initiated no later than November 1, as stipulated in the Faculty Handbook.)
- DOF/VPAA calls for nominations for endowed chairs.

Deadlines for September

September 1

- Candidates for tenure submit names of referees inside the Skidmore community to the chair of CAPT.
- ADOF informs CAPT of any special arrangements regarding chairs or personnel committees in tenure cases.

September 7

- The Chair of CAPT sends a letter listing tenure candidates for the year to the President with a copy to the DOF/VPAA and ADOF.
- The Chair of CAPT requests letters from chairs, full-time faculty members (and those holding shared appointments) in the candidate's department (in the ranks defined in Part One, V Categories of Appointments to the Faculty, Topic A, Tenure Track Appointments and E.2.b. Artist or Writer- in-Residence) in at least their third year of full-time service at Skidmore College, program directors (where appropriate), and other individuals deemed appropriate (due September 25).
- The Chair of CAPT requests letter from chairs and/or Program Directors reporting the department's or program's evaluation of the tenure candidate (due September 25).
- The Chair of CAPT sends letters to referees invited by the candidate from inside the College requesting information about candidates for tenure.
- DOF/VPAA calls for nominations for open endowed chairs.

September 11

- Letters on tenure candidates due from external referees.

September 25

- Letters on tenure candidates due from departmental colleagues, program directors (as appropriate), and other individuals deemed appropriate.
- Letters from internal Skidmore referees due.
- Faculty members appointed to committee to review an administrative officer to begin consultation with the President, the officer being reviewed, and the Faculty Executive Committee.

September 30

- CAPT recommendation to VPAA/DOF due by this date, but preferably before, in the review of any second-year candidate denied consideration as a candidate for 3rd year reappointment within the department when the ADOF and the department have continued to disagree after the department has reconsidered the case.

OCTOBER 2017

During the Month of October

- CAPT deliberations on tenure candidates commence and continue to November 24.
- CAPT meets with potential candidates for promotion and their chairs.

Deadlines for October

October 2

- The Chair of CAPT sends to tenure candidates a list of names of all those who have written unsolicited letters about the candidates.
- Letters from chairs or other evidence of completed degrees due to the DOF/VPAA on promotions for those faculty who earned terminal degrees during the summer.

October 10

- Latest date to hold open meeting on promotion for qualifying candidates, chairs, and other interested parties.
- Department Chairs present updated CVs of potential promotion candidates to and consult with the Dean of the Faculty/VPAA.

October 14

- As soon as possible, and in no case later than October 14, the DOF/VPAA announces to the department a decision relative to any second-year candidate denied consideration as a candidate for 3rd- year reappointment by the department when the ADOF and the department have continued to disagree after departmental reconsideration of the case.

October 23

- Letters of nomination for endowed chairs due to VPAA/DOF.
- Letters to the VPAA/DOF, ADOF and department chairs regarding December 22 deadline for recommendation for promotions.

NOVEMBER 2017

During the Month of November

- Deliberates and consults with DOF/VPAA and ADOF about nominations for endowed chairs.

Deadlines for November

November 24

- CAPT makes tenure recommendations to the President, with copy to the DOF/VPAA and ADOF.

DECEMBER 2017

Deadlines for December

December 4

- DOF/VPAA announces appointments to endowed chairs.

December, on or before the last day of classes

- ADOF notifies department chairs regarding tenure recommendations; **department chairs immediately notify candidates.**

December 22

- Recommendations for promotion due to CAPT.
- Candidates and department chairs submit files to CAPT containing supporting materials for promotion.
- The Chair of CAPT sends to candidates for promotion a letter stating that they are candidates for promotion.
- CAPT deliberations on promotions commence and continue to March 16.

JANUARY 2018

- CAPT consideration of candidates for promotion.

Deadlines for January

January 9

- Recommendations for reappointment due from departments to the ADOF.
- Petition for tenure review due to Tenure Review Board.

January 18

- Letters on promotion candidates due from departmental colleagues, program directors (as appropriate), and other individuals deemed appropriate.

Letters from internal Skidmore referees due.

FEBRUARY 2018
During the Month of February

- CAPT meets with new tenure-track faculty, their chairs, and the ADOF to discuss reappointment and tenure procedures and criteria.

Deadlines for February

February 5

- Tenure Review Board will convey recommendation to the President, CAPT, DOF/VPAA, ADOF, candidate's department chair, and candidate.

February 15

- ADOF makes recommendations to the DOF/VPAA on 3rd year reappointments.
- ADOF reports to CAPT on 3rd year reappointment recommendations.

February 26

- In case of a disagreement between a department and the ADOF on reappointment, CAPT presents a third opinion to the DOF/VPAA.

MARCH 2018
During the Months of March or April

- CAPT meets with next year's candidates for tenure and newly reappointed faculty and their chairs.

Deadlines for March

March 1
- Letters from the administration to candidates on tenure and reappointment decisions on or before this date.

March 5
- All materials supporting tenure appeals due to the Tenure Appeal Committee.

March 15
- ADOF delivers to CAPT a list of faculty who have been at the rank of Associate Professor for 7 years or more.

March 19
- CAPT makes recommendations to the President on promotions with copy to the DOF/VPAA and the ADOF.

APRIL 2018
During the Month of April
- ADOF informs department chairs regarding promotion recommendations; department chairs immediately notify candidates.

Deadlines for April

April 23
- ADOF delivers list of tenure candidates to CAPT.
- CAPT sends letter to tenure candidates with list of due dates.

MAY 2018
During the Month of May
- Department review of second-year faculty members.
- CAPT discusses with department chairs and program directors procedures and criteria for tenure and promotion at the end-of-the-year chairs and program directors retreat.
- Oral reports from committees undertaking administrative reviews due to CAPT.
- ADOF delivers list of 2nd year reappointment candidates to CAPT.

Deadlines for May

May 5
- Names and addresses of external tenure referees for candidates in 2018-2019 due to CAPT Chair and to the Office of the DOF/VPAA.

May 19

- Chair of CAPT sends letters to referees invited by the candidate from outside the College requesting information about candidates for tenure.

May 26

- Letters from department chairs to ADOF stating whether second-year faculty members are candidates for 3rd year reappointment; ADOF delivers list of 3rd year reappointment candidates to CAPT.

IV. Retirement Process

Faculty or department staff generally retire at the end of a semester. While most choose to retire at the end of the spring semester, you may have notification of a fall retirement also. Any non-faculty members in your department may, of course, choose any time of the year to retire.

In order to facilitate a successful transition to retirement, the following guidelines are recommended:

- Ask the faculty or staff member to submit her/his request in writing.
- Forward one copy of the resignation notice to the DOF/VPAA Office and one copy to Human Resources.
- Encourage the faculty member or employee to discuss his/her benefits with Human Resources who will guide her/him through the process of requesting retirement payments, social security, and any other eligible benefits.
- You should be aware that if the faculty member is retiring at the end of the spring semester, his/her last paycheck could be either in May or June; if it is at the end of fall semester, his/her last paycheck may be at the end of November or beginning of December. Human Resources will be able to indicate the actual date.

V. Phased Employment Guidelines

Based on a recommendation from the Department and with concurrence from the DOF/VPAA, a faculty member may elect to participate in the phased employment program, which can be reviewed at http://www.skidmore.edu/benefits/summary/retirement.php for eligibility and benefit coverage information.

Please note that there is no guarantee that a faculty line will return to a department following a retirement or a resignation. Remember that the position request is submitted to the DOF/VPAA and that a justification of need based on programmatic, curricular and institutional goals is necessary for all tenure-track and contingent position requests.

VI. Exit Policy

Skidmore College standards for disposition of equipment, software, books, DVDs or other media, and management of research materials when a faculty member terminates employment at the College.

A. General

1. Offices should be vacated no later than the last day of employment specified in the employee’s contract (typically May 31).

2. Keys should be returned to either the Administrative Assistant in the Department or the Dean of the Faculty's office no later than the last day of employment specified in the employee's contract.

3. For faculty in continuing appointments, salary received during the summer months are an advance toward the next year's contract. Therefore, if a faculty member with a continuing appointment leaves after June 1, salary received as an advance must be paid back to the College.

4. Unspent startup funds go back to the College.

5. Syllabi that individual faculty produce while at the College are the intellectual property of that faculty member.

6. Prior to the last day of employment specified in the employee's contract: (1) all active IRB and IACUC protocols must be closed out and terminating reports reviewed and approved by the applicable compliance committee chair; (2) hazardous chemical, biological and radioactive materials held in the terminating employee's laboratory must be reported to the Office of Environmental Health and Safety for Academic Affairs and appropriate plans made for the transfer, reassignment or disposal of those materials; and (3) all required progress and technical closeout reporting on externally funded projects must be submitted to the Office of Sponsored Research and to the cognizant funding agency in accordance with the grantor's terms and conditions of award.

7. Human subject research records of active Skidmore IRB protocols containing direct or indirect identifiable subject information, including the study code key and demographic information that could reasonably identify a subject, must remain at Skidmore or at the institution/facility specified on the approved IRB research protocol. Requests to move the data must be approved by the Skidmore IRB via a formal amendment.

8. Human subject research records of closed Skidmore IRB protocols, including identifiable subject information, may be removed from the Skidmore premises without Skidmore IRB approval; however, they must be retained in a manner that will preserve the level of confidentiality promised to subjects.

B. Equipment

1. Purchased from Appointment Initiation or other institutional funding

Equipment purchased in whole or in part with College funds (such as start-up funds, FDC awards, capital budget appropriations, departmental general appropriations or departmental restricted funds) must remain at the College, unless the department chair certifies after general notice that it is of no use to anyone at the College. In that case, it may be considered for transfer to the terminating faculty member's new institution. In some cases, the new institution will be asked to pay a fair market value for the equipment purchased with the College funds.

2. Purchased from grant sources

In general, equipment purchased with funds from a sponsored project account becomes the property of the College when it is delivered. There are, however, some sponsored agreements under which the sponsor retains title to any equipment purchased with sponsor funds.

When a principal investigator moves to another institution and requests transfer of equipment to that institution, the following standards will apply:

- Equipment purchased with federal funds may not be transferred to a for-profit institution.
- If an active grant is being transferred to another academic institution, equipment purchased on that grant may be transferred to the new institution in accordance with the terms and conditions of the grant.
- If a transfer of equipment has been requested, a detailed list of such equipment (including laboratory equipment, office equipment, computing equipment, etc.) must be prepared and approved for transfer by the department chair. Once the department chair has determined there is no interest among other members of the College faculty, the departmentally approved list must then be submitted to the Purchasing Office and to the Office of the Dean of the Faculty and Vice President for Academic Affairs for approval. The list must show the source of funds used to purchase each item of equipment.
- Equipment funded by a grant which is no longer active will be released only if the department chair certifies that the equipment is not needed by other Skidmore investigators in any department in the conduct of research or instruction at the College.

C. Software

Software purchased by the departing Skidmore faculty member in whole or in part with College funds (such as start-up funds, FDC awards, departmental general appropriations or departmental restricted funds) may be transferred to the terminating Skidmore faculty member unless the faculty member's department elects to retain such materials.

Software licensed to the College may not be retained by or transferred to the terminating Skidmore faculty member. Software licensed to the College may not be used by a departing Skidmore faculty member subsequent to the termination of their contract.

D. Books, DVDs, Other Media

Books, DVDs or other media purchased by the terminating Skidmore faculty member in whole or in part with College funds (such as start-up funds, FDC awards, departmental general appropriations or departmental restricted funds) may be transferred to the terminating Skidmore faculty member unless the Library elects to add such items to the College collection or the faculty member's department elects to retain such materials.

Books, DVDs or other media purchased from grant sources may be transferred to the terminating Skidmore faculty member in accordance with the terms and conditions of the grant.

E. Research Materials

1. <u>Data Sets</u>

Data sets acquired from third parties under a transfer or other agreement must be identified in writing to the Office of the Dean of the Faculty and Vice President for Academic Affairs. Such data sets may be transferred to the departing Skidmore faculty member or to his/her new institution if allowed under the terms and conditions of the governing agreement. Typically, such agreements do not allow for the transfer of such data sets either to the terminating faculty member or his/her new institution.

2. Materials acquired under Transfer Agreements

Research materials acquired from third parties under a transfer or other agreement must be identified in writing to the Office of the Dean of the Faculty and Vice President for Academic Affairs. Typically, such agreements do not allow for the transfer of such research materials either to the terminating faculty member or his/her new institution. If transfers are allowed, a formal agreement for transfer will need to be executed. These documents may also require review and approval by the original supplier under the terms of the parent transfer agreement.

The faculty member bears the expense of shipping any research materials (e.g., books, samples, etc.) to the new institution.

For hazardous materials or other materials covered under Skidmore's biosafety policy, the Academic Safety Officer is available to assist with packing of such materials to promote safety and integrity of the materials.

3. Research Data on Externally Funded Projects

a. When a faculty member (other than the Principal Investigator) with senior personnel status is engaged in an externally funded research project on which a Skidmore faculty member is the PI and terminates employment at the College, s/he may take a copy of research data, laboratory notebooks, etc. on which s/he have worked and for which s/he was responsible, subject to relevant confidentiality restrictions. Original data, however, must be retained at Skidmore by the project's Principal Investigator.

b. When a faculty member (other than the Principal Investigator) with senior personnel status is engaged in an externally funded research project in a sub awardee/consortia partner capacity and terminates employment at the College, s/he may retain copies of the original research data, laboratory notebooks, etc. on which s/he have worked and for which s/he was responsible, subject to relevant confidentiality restrictions. A complete and exact copy of all research data must be left at the College. In addition, the faculty member must agree to retain the original data for the retention period specified by the parent grantee and awarding entity. The terminating faculty member further agrees to provide the College with access to the original data as well as other individuals or entities having a compelling need for access. A compelling need would primarily be related to the administrative adjudication of issues related to the research collaboration, lawsuits, intellectual property disputes, sponsor inquiries and audits, and cases of research misconduct.

c. When a faculty member who is a research PI on an externally funded grant terminates employment at the College, the institution and faculty member shall enter into an agreement over whether the faculty member may take the original data or a complete and exact copy of the data with them. If the faculty member takes the original data, a copy must be left at the College. In addition, the faculty member must agree to retain the original data for the required retention period (a period to be specified in the agreement) and to provide the College with access to the original data as well as other individuals or entities having a compelling need for access. A compelling need would primarily be related to the administrative adjudication of issues related to the research collaboration, lawsuits, intellectual property disputes, sponsor inquiries and audits, and cases of research misconduct in which access to the original data is not just preferred, but required. (See: https://ori.hhs.gov/education/products/rcradmin/topics/data/tutorial_11.shtml)

d. If the terminating faculty member's new institution claims an ownership interest in the original data, then the investigator shall obtain from his/her new institution an agreement that guarantees: 1) the acceptance of custodial responsibilities for the data, and 2) Skidmore's access to the data, should that become necessary.

e. Faculty members should note that many contractual and grant award agreements require the sponsor's consent before research data are transferred or removed from the College. Before transferring the original research data, the Principal Investigator is responsible for ensuring that any special conditions stated in the grant, contract, or agreement are met and for providing documentation that such special conditions have been met.

VII. Appointment and Review of Department Chairs

A. Criteria for Appointment

The Appointee:

- Shall normally hold the rank of Associate or Full Professor.
- Should have extensive and successful teaching experience.
- Should have qualities of personal and professional leadership and should have demonstrated evidence of administrative skill.

B. Procedures for Appointment

1. Appointments of a Department Chair are made by the DOF/VPAA in consultation with the members of the department concerned.

2. Appointments to the Chair are for two years and are renewable; four to eight years is the normal length of service. A Chair (tenured or untenured) may not be removed as Chair during the course of an academic year except for cause.

C. Procedures for Review

1. Department Chairs shall be reviewed once every four years with an informal interim review at the second year. In the event of an intervening sabbatical or leave of absence, the review will take place in the fifth year. More frequent reviews may take place at the request of the Chair or the DOF/VPAA. Untenured faculty serving as Chairs at the time of review for reappointment or for tenure shall be reviewed separately as Department Chairs.

2. The review of a Department Chair shall be conducted by the DOF/VPAA. Each member of the department will be requested to write an evaluation to the DOF/VPAA. All such statements shall be confidential.

3. Student majors in the department may also be involved in the review of Chairs, and each department will determine the process of student involvement.

D. Obligations Pertaining to Department Chairs

1. **LEADERSHIP**: The Chair is responsible to the College, to the department, and to the administration for the effective leadership of the department. The Chair is responsible to the department for the effective and accurate representation of its interests and concerns to the administration. Chairs should strive to recruit and maintain faculty who demonstrate excellence both in teaching and professional accomplishment. They should coordinate and stimulate participation in departmental affairs by all faculty and, where appropriate, students, and strive to keep departmental morale high. They should, moreover, maintain sensitivity to the world outside their disciplines and the College, and continually attempt to keep their departments aware of, and responsive to, the larger educational and social contexts in which they function.

2. **CURRICULUM**: The Chair, in consultation with other department members, is responsible for the department's course offerings and major requirements. To the greatest extent possible, faculty should be permitted to teach the courses they prefer in the areas of their particular expertise, providing that student needs are met. Scheduling of courses and determination of examination policies should reflect the wishes of the department members teaching those courses. The Chair should take into account the needs of the students as well as the discipline in the shaping of the curriculum. The Chair has the primary responsibility for encouraging faculty to advise students conscientiously and carefully and also to keep library and resource materials current.

3. **PERSONNEL**: The Chair is responsible for seeking out highly qualified candidates for vacancies in the department. An important factor in their selection should be their competence and willingness to teach according to the specified needs of the department and the College. The Chair establishes search and selection procedures in consultation with the DOF/VPAA, ADOF, the Assistant Director for Employment, Compliance, and Workforce Diversity, Program Directors (where appropriate), and members of the Department. The Chair makes recommendations on appointments (Part One, Article VI), reappointments (Part One, Article VIII), promotions (Part One, Article VIII), tenure (Part One, Article VIII), sabbaticals and leaves (Part One, Article IX), and salary increments to the DOF/VPAA, the Faculty Development Committee (where appropriate) and the CAPT (where and when required).

   The Chair is responsible for coordinating and making equitable the teaching loads of the members of the department according to standards (including those governing course releases) administered by the DOF/VPAA. The Chair renders guidance and assistance to faculty in every way possible. The Chair keeps untenured faculty apprised of their progress through the tenure system through mentoring and annual letters of evaluation. Each year non-tenured faculty meet with their respective Chairs to discuss the content of their annual letters of evaluation. Tenured members of the department at the rank of Associate Professor shall normally be evaluated every three years on a schedule determined by the Chair and coordinated with the individual's and the department's sabbatical cycle; tenured members of the department at the rank of Professor shall normally be evaluated every six years on a schedule determined by the Chair and coordinated with the individual's and the department's sabbatical cycle.

The DOF/VPAA shall keep a record of tenured faculty members' evaluation cycles, and remind Department Chairs when evaluations are due. The annual letters of evaluation shall be transmitted to the individuals concerned and a copy will be sent to the DOF/VPAA office no later than August 31 following that academic year. These evaluations are to be kept on file in the individual's department and in the Dean of the Faculty's office. Only the individual, the Chair, and the DOF/VPAA may have access to these evaluations.

4. **COMMUNICATION**: The Chair should foster effective intra- and inter-departmental communications among students, faculty and administrators, making clear to these constituencies the nature of all departmental policies and procedures. Department meetings should be held regularly, and department members should be informed of discussions at academic staff meetings. The Chair is responsible for keeping the catalogue description of the department current and accurate, and is responsible for the triennial departmental report to the DOF/VPAA.

5. **SUPPORT:** The Chair shall seek to provide faculty members with adequate office space and working facilities and, in consultation with the DOF/VPAA, shall make necessary budgetary provisions for necessary pedagogical tools, duplicating equipment, field trips, and proper administrative support and student assistance.

VIII. Appointment, Review, and Evaluation of Program Directors

A. Criteria for Appointment.

The Appointee:

- Shall normally hold the rank of Associate, or Full Professor in a department.
- Should have extensive and successful teaching experience.
- Should have qualities of personal and professional leadership and should demonstrate evidence of administrative skill.

B. Procedures for Appointment

1. Appointment of a Program Director is made by the DOF/VPAA in consultation with the teaching faculty in the program and (when applicable) the appropriate Department Chair.

2. A Director (tenured or untenured) may not be removed as Director during the course of an academic year except for cause.

C. Procedures for Review

1. Program Directors shall be reviewed by the DOF/VPAA once every four years with an informal interim review. In the event of an intervening sabbatical or leave of absence, the review will take place in the fifth year. More frequent reviews may take place at the request of the DOF/VPAA. Untenured faculty serving as Directors at the time of review for reappointment or for tenure shall be reviewed separately as Program Directors.

2. The review of a Program Director shall be conducted by the DOF/VPAA. Each active member of the program will be requested to present a written evaluation to the DOF/VPAA. All such statements shall be confidential.

3. Student majors in the department may be also involved in the review of Chairs and Program Directors; each department or program will determine the process for student involvement.

D. Obligations Pertaining to Program Directors

1. **LEADERSHIP**: The Director is responsible to the College, to the program, and to the administration for the effective leadership of the program. The Director is responsible to the program for the effective and accurate representation of its interests and concerns to the administration. Directors should strive to promote, and coordinate faculty participation in the program. They should coordinate and stimulate participation in program affairs by all faculty and, where appropriate, students, and strive to keep program morale high. They should, moreover, maintain sensitivity to the world outside their programs and the College, and continually attempt to keep their programs aware of and responsive to the larger educational and social contexts in which they function. Directors should ensure that the interdisciplinary nature of the programs remain central to the mission of the College.

2. **CURRICULUM**: The Director, in consultation with other program members, is responsible for the program's course offerings and requirements. Directors, in consultation with teaching faculty and Department Chairs, will coordinate the scheduling of courses. The Director should take into account the needs of the students as well as the program in the shaping of the curriculum. The Director has the primary responsibility for advising students in the program and also keeping library and resource materials current.

3. **PERSONNEL**: The Director, in consultation with appropriate Department Chairs, is responsible for seeking out highly qualified candidates to teach in the program. The Director renders guidance and assistance to faculty in the program. The Director has access to teaching faculty's curriculum vitae, syllabi and teaching evaluations for courses in the program. The Director consults with the appropriate Department Chair when teaching faculty in the program are eligible for reappointment, tenure, and promotion.

4. **COMMUNICATION**: The Director should foster effective intra- and inter-program communications among all students, faculty, and administrators, making clear to these constituencies the nature of all program policies and procedures. The Director is responsible for keeping the catalogue description of the program current and accurate and for the annual program report to the DOF/VPAA.

5. **SUPPORT**: The Director, in consultation with the DOF/VPAA and the appropriate Department Chair(s), if relevant, shall make necessary budgetary provisions for teaching aids such as films, records, slides, videotapes, software, etc., for duplicating equipment, for field trips, and for proper secretarial and student assistance.

IX. Links to Personnel Policies and Handbooks

A. Employee Handbooks:

1. Faculty Handbook: http://www.skidmore.edu/dof-vpaa/faculty-handbooks.php
2. The Employee and Faculty Handbook: https://www.skidmore.edu/hr/policies/handbooks.php

B. Personnel Policies:

1. Policies and Procedures: https://www.skidmore.edu/hr/policies/
2. Performance Review : https://www.skidmore.edu/hr/policies/performance.php
3. PQ Process : https://www.skidmore.edu/hr/policies/pq.php

PART TWO ~THE ACADEMIC PROGRAM

I. Guidelines for Department/Program Triennial Reports

Department/Program triennial reports are due to the DOF/VPAA Office by June 30. The report should contain a summary of:

- Opportunities and challenges facing the department or program
- Enrollment patterns and/or pressures and curricular concerns
- Efforts to support the Strategic Plan, as appropriate
- Curricular innovations - both proposed and those in progress
- Personnel changes and/or anticipated changes
- Collective professional accomplishments, service, and activities of faculty, including external grants awarded or submitted, if applicable
- Space innovations/challenges
- Major events, lectures, and/or workshops
- Result of assessment work this year and continued plans for future (included as a separate attachment).

A reminder will be sent by the DOF/VPAA Office to Department Chairs and Program Directors in the beginning of May. Triennial Reports are collected in the DOF/VPAA Office in binders and are read by the Dean/Associate Dean over the summer. Any questions or concerns will be addressed during the summer months.

II. Academic Assessment at Skidmore College

Think of some of the real questions you have about your curriculum and about how well your students are doing: How strong are our students' research skills? Can our students apply what they are learning outside of class? How motivated are our students to learn on their own? If our students can choose from a wide variety of electives, are they leaving our program with the same skills and knowledge, or does what they learn vary greatly from student to student? By the time our students are seniors, are they ready for their final courses or do some seem to have gaps in what they've learned? Do our introductory courses attempt to cover too much? Should we revise the sequence of our courses to enable students to learn more effectively? A good many of our courses are now four credits instead of three—do our students learn more or in greater depth as a result? These questions – and others like them – reflect the real concerns that faculty have about the effectiveness of their curricula. Finding answers to such questions is one of the most important roles for assessment.

A. Annual Assessment Report

The annual assessment report is to be sent to the DOF/VPAA, the Faculty Assessment Coordinator, and the Associate Director of Institutional Research for Assessment via the email address: assessment@skidmore.edu.

The components of the report include (1) the learning objectives or goals of the program, (2) the method or methods used to assess each learning objective, (3) how, when, and by whom the results will be analyzed and acted upon, and (4) the results of the most current assessments and curricular changes based upon those results. Assessment plans may evolve from year to year based upon the experiences of the faculty with assessments. For a format of the annual report, go to the Skidmore assessment website: http://www.skidmore.edu/assessment/

B. The Purpose

What do we really want to know about our students? The questions you ask will vary from program to program, whether they deal with students learning specific content, skills or attitudes, or perhaps with issues of student motivation and ability to monitor their own learning. Our assumption is that the key assessment questions are best known by the program faculty themselves, for they are the ones who encounter students on a daily basis, whether in their classes or outside. But finding ways to answer them is key to our success.

Academic assessment seeks to answer the broad question, "What and how well do our students learn what we are attempting to teach them?" As such, academic assessment is not designed to evaluate individual faculty or even individual courses. It is designed to evaluate programs as a whole, such as academic majors, and to determine where the programs might be strengthened in order to improve students' ability to learn. The primary audience for academic assessments is not administrators or accrediting agencies, but, rather, the program faculty themselves.

An assessment program is essentially a way of formalizing the informal discussions, concerns, and questions that faculty have always had about their classes and their students, whether in the hallways, their offices, department meetings, or social gatherings.

Academic assessments work best when they are designed and carried out by the academic faculty themselves, supported as appropriate by the Office of Institutional Research and the Faculty Assessment Coordinator. Therefore, it is essential that all faculty in our programs ask themselves such key questions as, "What should a graduate of our program know, be able to do, and/or value?" and "How do our courses provide students with opportunities to develop their knowledge, skills, and values?" The answers to such questions provide the basis for assessing the program.

In addition to assessments that become part of the fabric of each academic department, the institution assesses student learning in institution-wide contexts. For example, is the core curriculum accomplishing all that we want it to accomplish? Are residential life programs supportive of academic learning? What are the roles of extracurricular activities such as athletics, clubs, and guest speakers or performers? Clearly, the responsibility for assessing academic learning extends beyond the program faculty, for we all know that what students learn while in college results from an accumulation of learning experiences, both formal and informal.

An assessment plan involves more than determining what students should learn and assessing their learning. It requires time to share the results of the assessment with the faculty members and time to reflect upon what those results may imply for individual courses, course sequences, pedagogical practices, and/or student support. Faculty discussions of assessment results may even lead to recommendations for changes to student support structures, such as the library, technology, career placement, or counseling and can provide substantial documentation supporting requests for needed resources. The most important step in any assessment program is the serious discussion by the program's faculty of the results of the assessments and what can be done to improve those results.

C. The Role of the Chair

What is the role of the Department Chair in fostering successful assessment efforts in each department? A list of responsibilities in helping the department develop an assessment plan includes the following:

- Ensuring that all syllabi in the department include the course's goals for student learning in the course. This is a requirement for accreditation. Ideally, these should relate to the department's goals for learning in courses at that level.
- Promoting faculty discussions of the characteristics of students (knowledge, skills, values) that graduates of the program should possess.
- Helping faculty determine how to assess those characteristics, such as deciding which samples of student work best indicate student abilities or how assessments can be built in to the normal work of teaching rather than added on.
- Supporting the work of faculty in conducting the actual assessments.
- Leading faculty discussions of the results of the assessments and the implications for the content and pedagogy of the curriculum.
- Supporting faculty efforts to improve student learning in the program, such as building the courses or assignments that are likely to help students develop those characteristics and meet our high expectations.
- Supporting the writing and dissemination of assessment reports as appropriate.
- Submitting the annual assessment report and any updates to the assessment plan to the DOF/VPAA, the Faculty Assessment Coordinator, and the Associate Director of Institutional Research for Assessment via the email address: assessment@skidmore.edu.

D. Assessment Methods – A Short Overview

For assessment methods, models, examples from other institutions, and resources such as research reports and a bibliography of current articles and books on assessment, go to Skidmore's assessment website: http://www.skidmore.edu/assessment

Assessments may be carried out in many different ways, depending upon the depth of information and the nature of what is being assessed. The assessment methods may be categorized as either direct or indirect assessments.

1. Direct assessment methods. Direct assessment methods are "direct" because they look at actual student work to determine whether the students have learned what the faculty want them to learn. Among the direct methods most commonly used are the following:

   a. **Portfolios**: Student portfolios may be collected from the time that students enter a program until they graduate or may be collected for narrower time frames. Students are responsible for gathering the information that the faculty want them to gather. Among the types of materials contained in a portfolio may be research papers, essays, drafts of written material leading to a final product, laboratory research, videotapes of performances, exhibits of creative work, and examinations. A particularly valuable component of student portfolios is the reflective essay, in which the student reflects back upon his or her growth in scholarship or creative efforts and draws conclusions about his or her strengths and weaknesses at the time the portfolio is compiled. To save valuable space, many portfolios are now gathered electronically. The primary drawback of the portfolio is that it takes time for faculty to review. The primary advantage is that it can be designed to represent a broad view of student academic development, one that also contains some depth.

b. **Embedded assessments:** Embedded assessments make use of student work produced in specific classes. As a result, the students do not even need to know that their work is being used for assessment purposes. In addition, the material used for assessment is produced within the normal workload of both faculty and students. As such, embedded assessments provide a realistic source of information about student work. In departments that use examinations to evaluate students, sometimes only a few of the examination items are actually designed for assessment purposes. The data provided by embedded assessments should be reviewed by faculty beyond the course instructor, perhaps using a rubric of key characteristics to guide the assessments. The instructor uses the student work to provide grades. The faculty examine the student work to understand what and how students are learning in the program.

c. **Capstone experiences or senior projects:** Capstone experiences most often occur in courses taken by students toward the end of their academic program, typically in the senior year. Capstone courses can be designed to require students to demonstrate their accumulated knowledge, skills, and/or values through major creative or research projects, as well as written and oral presentations. The major advantage to the capstone course or experience is that it provides a focused event upon which the assessment can be based. As with embedded assessments, capstone courses make use of data that students produce within the normal course of their work. One caution is that, while the faculty member teaching the course is responsible for giving grades to students, other program faculty should be involved in evaluating the work of the students from an assessment perspective. A drawback to the capstone course is that it cannot hope to encapsulate everything that a student has learned, but assignments can be designed to elicit student work that does include much of what they have learned.

d. **Examinations or standardized tests external to the courses:** Culminating examinations may be constructed by the faculty or purchased from national testing organizations (such as the ACT CAAP, ETS field exams, or the Missouri BASE). Constructing such examinations is time-consuming, and standardized national measures may not correlate with your academic program. They are costly to either the institution or the student. And, unless they are required for graduation, student motivation to do well in them may be low.

e. **Internships and other field experiences:** Internships and field experiences provide opportunities for students to apply their learning outside the classroom. Evaluations of student work in such experiences may provide valuable information on whether the students are able to use what they have learned in class when they are confronted with “real world” situations. They may, in fact, be the capstone experience for the students’ program.

2. Indirect assessment methods. Indirect assessment methods require that faculty infer actual student abilities, knowledge, and values rather than observe direct evidence, and so they do not provide the best data for making curricular decisions. Among indirect methods are:

a. **Surveys:** Student surveys or surveys of employers and others provide impressions from survey respondents. These impressions may change over time (for example, will a senior value the same thing as an alumnus who has been working for several years?). Respondents may respond with what they think those conducting the survey want to hear, rather than what they truly believe. Surveys are easy to administer, but often do not result in responses from everyone surveyed. They may, however, provide clues to what should be assessed directly. And they may be the only way to gather information from alumni, employers, or graduate school faculty.

b. **Exit interviews and focus groups:** Exit interviews and focus groups allow faculty to ask specific questions face-to-face with students. Their limitations are that the students may not respond honestly or fully, while their answers may be, as with surveys, impressions that may change over time. Often, for more objectivity, it may be best to have someone outside the actual program faculty conduct the interviews. Interviews and focus groups may provide clues to what should be assessed directly.

c. **Inventories of syllabi and assignments:** Inventories of syllabi and assignments may turn up information about the curriculum that is not evident until the actual inventory is conducted. As an indirect technique, the inventory does not indicate what students have learned, but it does provide a quick way of knowing whether some courses are redundant in what they teach or whether some gap in the curriculum exists. It is a valuable tool within the total assessment assemblage of tools.

III. Guidelines for Academic Program Reviews

A. Goals and Process

1. Based on the academic program review schedule in this Handbook, each year the DOF/VPAA and/or ADOF will notify those departments scheduled for program review the following year. During the fall semester, the DOF/VPAA or ADOF will notify the chairs or directors of those programs and will request a list of suggested members of external review panels, and a set of issues and mutual concerns to be addressed in the review. In preparing the list of suggested reviewers, chairs and directors should seek well-qualified individuals, preferably from institutions or programs similar to our own and, where possible, from the northeastern United States. Teams will normally consist of three individuals with diverse specializations. Team members will receive a modest honorarium. Following approval of the reviewers by the DOF/VPAA Office, Department Chairs and Program Directors should contact reviewers and set the dates for the visit as early as possible, and no later than early in the fall semester; teams may visit at any convenient time during the year. Copies of the reviewers' CVs should be sent to the DOF/VPAA and the ADOF.

2. Programs will be asked to provide copies of the following materials to the DOF/VPAA Office for the external reviewers:

- The departmental or program mission statement (which should include its relationship to all-college curricular and co-curricular programs), and its goals for student learning, both for majors and non-majors.

- A roster of the department (including administrative assistants) and a curriculum vitae of each faculty member of the department or program.

- The most recent department or program annual report, including recent enrollment data and information regarding assessment of student learning.

- Any special publications of the program, e.g., admissions brochures, newsletters, etc.

3. Programs will complete the self-study to be sent to the DOF/VPAA and the ADOF for review at least four weeks prior to forwarding it to the external evaluators. Reviewers should receive the self-study no later than two weeks prior to their visit. The self-study should address the following areas or questions:

- What are the program's current strengths?
- What are the program's current weaknesses?
- A description and analysis of the program's curricular changes in the last three to five years.
- What changes in the program's curriculum are being proposed for the next year and/or are under consideration for the next three to five years?
- Where might some savings in spending be realized, or what resources might be reallocated? What would be the justification for allocation of resources?
- How is student learning in the program being assessed? What has been the impact of assessment on the faculty's thinking about the program: curriculum, advising, events, facilities?
- How do the department's programs (majors, minors, curriculum in general) contribute to the College's Goals for Student Learning and Development? How are these outcomes assessed?
- What are the program's current and foreseeable needs in staff, equipment, or other support?
- If the program supports a major and/or a minor, what are the goals of that degree program and how are they met by the course requirements currently in effect?
- How does the program track its graduates after they leave the college?
- What are the career trajectories or educational attainment of majors and minors over the last ten years?
- What is the program's relationship to the various all-college programs (e.g., Asian Studies, Environmental Studies, First-Year Experience, and Gender Studies) and requirements (e.g. Cultural-Centered Inquiry, Writing, and Quantitative Reasoning)?
- What would you like to see happening in the program five years from now? Ten years?
- Other issues identified by the program and the administration in their preliminary discussions.

4. Departments and Programs will provide the DOF/VPAA and the ADOF with the arrival and departure schedules for visiting team members. They will set up their itineraries, which will include meetings with all program personnel, appropriate groups of students, and a tour of the facilities. The itinerary will include an initial meeting with the DOF/VPAA and the ADOF, meetings with department or program members, and at least one meeting with an academic leader (Chair, Program Director) from outside the department/program being reviewed. It will also include time for team members to discuss, by themselves, their preliminary reactions to what they have learned from their visit. Review teams will submit written reports to the DOF/VPAA and ADOF within 30 days of their campus visit. Skidmore will reimburse reviewers for travel, meals, and other incidental expenses incurred during their visit. If reviewers choose to drive, they must keep track of mileage. The College will pay an honorarium of $700 to each member of the team and an additional $300 for the team member writing the final report, who will be selected by the reviewing team. All honoraria will be paid promptly upon receipt of the final report.

5. After the report is submitted, the DOF/VPAA and the ADOF will forward a copy to the Department Chair or Program Director, who will share it with the members of the department or program. The Chair or Program Director will submit a written response to the report to the DOF/VPAA and the ADOF. The DOF/VPAA and the ADOF will also share the report with other members of the administration and will then meet with the Chair or Director of the program to discuss both the reviewers' report and the department's or program's response, to consider any recommendations for action.

B. Review Timeline and Details

1. Beginning of the semester of the review:

- The DOF/VPAA approves the list of reviewers recommended by the department or program.
- The Department Chair or Program Director contacts the DOF/VPAA Office to identify potential dates. Dates are determined by the availability of the DOF/VPAA and the ADOF.
- Once the dates are determined, the DOF/VPAA Office will issue a letter to the reviewers stating the date, honoraria, and other information concerning their visit to Skidmore. The *Faculty Handbook*, course catalog, and other pertinent institutional information are also included with the above letter to reviewers.
- The support staff for the department or program under review makes all travel arrangements reimbursements and payment of honoraria to the reviewers.

2. Four to Six Weeks Before the Review:

- The self-study is completed for review by the DOF/VPAA and the ADOF. The DOF/VPAA and the ADOF will work with the Department Chair or Program Director if any revisions are necessary.

3. Three to Four Weeks Before the Review:

- The Department Chair/Program Director, creates an itinerary which requires approval by the DOF/VPAA Office.

4. Two Weeks Before the Review:

- Self-study mailed to the reviewers by the Department Chair or Program Director.

- The Department or Program submits one copy of the self-study to the DOF/VPAA.

5. One Week Before the Review:

- The itinerary is sent via e-mail attachment to the reviewers. Subsequent changes after the itinerary is sent should be included in a revised itinerary and given to the DOF/VPAA Office and to the reviewers upon their arrival.

C. Draft Itinerary for Reviewer's Visit

<table>
<tr><td>Day 1</td><td>

Reviewers arrive on campus by 5:00 p.m.
The DOF/VPAA and the ADOF dine with the reviewers to discuss the itinerary, self-study and to review the major issues that will need to be addressed during their visit.

</td></tr>
<tr><td>Day 2</td><td>
<u>Breakfast & Morning</u>

Reviewers have breakfast with the Department Chair or Program Director.
Reviewers meet with full-time department members and staff (including faculty and administrative support staff). Each meeting should last at least half an hour. If there is a large list of faculty and/or staff that need to meet with the reviewers, the department should determine the best process to structure the meetings.

<u>Lunch</u>

Reviewers meet with majors and/or minors, or appropriate student constituencies, in the department or program. Lunch is often a comfortable environment for students to meet with reviewers.

<u>Afternoon</u>

Reviewers continue to meet with department members and staff.
If there are other faculty, staff and/or students that need to meet with the reviewers but do not necessarily have to have a one-on-one meeting, a reception can be planned for late in the afternoon. Reception costs must be approved by the DOF/VPAA.

<u>Dinner</u>

Reviewers have dinner on their own to discuss their findings.

</td></tr>
<tr><td>Day 3</td><td>
<u>Breakfast & morning</u>

Reviewers have breakfast with the Department Chair or members of the faculty/staff with whom they could not meet during day 2.
The DOF/VPAA and the ADOF hold an exit interview with the reviewing team prior to its leaving campus.
Depending on travel arrangements, reviewers stay for lunch or leave for their home institutions.

</td></tr>
</table>

* All expenses for the review are charged to an account in the DOF/VPAA Office.
Please consult with Sue Blair (ext. 5706 *sblair@skidmore.edu*) regarding expenses and payments.

D. Schedule of Department/Program Reviews

2017-18	American Studies Asian Studies Computer Science Dance Environmental Studies and Sciences Geosciences Gender Studies History Institutional Research Latin American Studies Mathematics Registrar
2018-19	English IGR
2019-20	Anthropology Arts Administration Classics Education Studies Philosophy World Languages and Literatures
2020-21	Honors Program International Affairs Program Psychology Scribner Library Self-Determined Majors Sociology
2021-22	Economics Early Childhood Center
2022-23	Religious Studies Theater
2023-24	Biology Neuroscience Program
2024-25	Music Social Work
2025-26	Art Art History Health and Exercise Sciences

IV.Guidelines for the Retention of Files in Department Offices

Departments or faculty should retain the following documents for the time periods specified below:

A. Personnel records of faculty**:**

- Who have been denied a personnel decision: 6 years and 2 months
- Resigned: 6 years and 2 months

B. Search files: 2 years.

C. Instructor evaluations: 7 years (a sabbatical cycle) for all tenured/tenure-track faculty and 3 years for those on terminal appointments. [All evaluations should be kept for faculty who are at the rank of Associate Professor in order to retain a complete record of teaching accomplishment at the time of promotion.]

D. Instructors**:** 3 years if Senior, 6 years if not yet promoted

E. Course syllabi: 6 years

F. Assessment documents: 5 years

G. Final exams: 1 year (maintained in individual faculty files)

H. Department minutes: 6 years

I. Individual Summary of Activities: **6 years**

V.The Curriculum

A Guide to the College Curriculum Committee

Prepared by the l983-84 Curriculum Committee
Revised and updated by the l984-85, l989-90, l991-92, l993-94, 1996-97, 2000-01, 2002-03, 2004-05 Curriculum Committees.
Current version revised 12/13/04.

MEMBERSHIP 2017-18:, Xiaoshuo Hou (Sociology), Christopher Mann (Political Science), Michael Marx (English), Barbara Norelli (Library), Tom O'Connell (Computer Science) (replacement 17-18), Monica Raveret Richter (Biology) (Leave 17-18), Crystal Dea Moore (Associate Dean of the Faculty), Ron Seyb (Associate Dean of the Faculty), Dave DeConno (Registrar), Sharon Clemmey (Registrar)

All departments proposing curricular changes must submit those proposals to the College Curriculum Committee for approval. An outline of considerations and procedures is listed below. If you have further questions, please consult with the ADOF and/or the Chair of the Committee.

The Committee Chair brings all proposals to the committee for appropriate action. The Chair is elected from the faculty members on the Committee and serves an academic year term.

A. Curriculum Changes requiring Committee Approval

All items contained in the Skidmore College Catalog fall within the purview of the committee, with the exception of staffing considerations, such as listings of departmental personnel, the professor assigned to teach a course, and the specific term in which the course is to be taught. The following changes must receive committee approval:

1. New course proposals or substantial revision to an existing course. New courses include courses that were previously taught as topics courses in a department or program and are now being proposed as permanent courses with course descriptions appearing in the catalog. New courses also include courses that were previously taught but have since been deleted from the catalog. New course proposals should acquaint the committee members with the topics and student learning objectives of the course. To aid committee members in their review of the course, you must submit a syllabus, a course prospectus, an outline of student learning objectives, and a thorough description of course topics, readings, and requirements.

2. Changes in the status of existing courses:

a. Deletion of a course from the catalog. Chairs should note that except in unusual circumstances, courses that have not been taught in the last three years should be submitted for deletion from the catalog.

b. Changes in:

- Course description
- Course level
- Prerequisite(s)
- Semester hours credit
- Requirements met

3. Establishment and elimination of majors and minors. Even after approval by the committee, the Faculty, and the Trustees, such changes may not take effect until they have been registered by the New York State Education Department.

4. Changes in major and minor requirements.

5. Descriptive text of the Department including: mission, goals, descriptions of major and minor, and descriptions of requirements for honors.

6. All other proposed changes in Catalog copy.

B. General Considerations

Before initiating a curricular change, you may want to consider the following:

1. How does the proposed change affect the remainder of your program? How might it affect other departments and programs? How might the addition or deletion of a prerequisite affect current

enrollment patterns in the course? Would the deletion of a course from your program prevent some students from completing a major or minor requirement?

2. In cases where there might be significant overlap in content between a proposed course and an existing course (whether in your department or in another department or program), chairs are requested to consult with the head of other departments and programs (where appropriate) and provide an explanation to the Committee indicating the nature of the differences and similarities.

3. How does the proposed course change affect staffing? For example: can new courses be adequately staffed in the future given the size of your department and current faculty loads? Will your proposal have an impact on staffing in another department (e.g., the deletion or addition of a prerequisite course outside your own department), or an impact on your department's staff involvement with all-college requirements? All such matters should be discussed with the ADOF.

4. The Committee is charged with reviewing the academic coherence of individual majors, minors, and concentrations, and their relationship to other programs within the College. This should be a central concern for departments and programs proposing course and program changes.

C. Procedures

1. The Committee has created several forms for processing curricular revisions using an online curriculum management tool called Curriculog. The following forms can be accessed at http://www.skidmore.edu/curriculum_committee/forms/index.php]:

    - Propose a New Course or Substantial Revision of an Existing Course
    - Propose a Scribner Seminar – either as a New Course or Revision of an existing course
    - Request Routine Revisions
    - Propose Revisions to Major/Minor/Programs (also use for new majors)
    - Establish or Eliminate a Major
    - Sample Syllabus with Learning Goals (http://www.skidmore.edu/academics/curric/BI360.pdf)

2. Depending on the Committee's workload, requests may take from one to three weeks to process. In the case of the important deadlines listed below, please submit proposals at least three weeks in advance of the deadline.

D. Deadlines

1. Although changes may be proposed at any time during the academic year, there are three very important deadlines:

    a. Any changes to appear in the Spring schedule of classes must reach the Committee no later than September 15 of the preceding academic term.

    b. Spring term new course proposals must also reach the Committee by September 15.

    c. All changes in the Catalog, including changes for the Fall schedule of classes, must reach the Committee no later than December of the preceding academic year.

d. If the course is to contribute to an Interdisciplinary Program, then the proposal must be submitted to the Program Director for review before consideration by the ADOF. Consult the appropriate director for submission deadlines.

2. Major department changes should be submitted to the Committee as early as possible. Except in the most extraordinary of circumstances, the Committee cannot give immediate attention to proposals that are received after the deadline.

E. Supplemental Information

During 2000-2001, Curriculum Committee adopted a more liberal interpretation of the qualifications for Liberal Arts credit. Courses that do not now count as Liberal Arts, but which expose students to theoretical issues, may now be considered for Liberal Arts credit.

The typical change in semester hours of credit has been from 3 to 4 hours. The additional hour can be provided by a contact hour or by a flexible credit hour (which typically receives greater scrutiny from the committee). You should review the guidelines for the additional hours (http://www.skidmore.edu/academics/curric/flex4.htm). To clarify the nature of such curricular change, please submit a description of student learning objectives and how they will be assessed.

You should review guidelines for enrollment caps at: http://www.skidmore.edu/academics/curric/MaxCaps.htm. With the advent of reconfiguration, course enrollment caps need to adhere to the guidelines. Only under extremely unusual circumstances will the committee approve an enrollment cap below those specified in the guidelines.

Please indicate the course level by lXX, 2XX, or 3XX. Specific numbers will be assigned by the Registrar. You can request a particular number, but the Registrar makes the final decision about numbering.

The catalog description should be carefully worded to reflect the actual content of the course. It is customary to begin the description with a sentence fragment. Please avoid passive voice, especially regarding student involvement. Also, avoid using such phrases as "in-depth" and "intense" or "this course will carefully analyze and extensively research" which add nothing substantive to the description. Please try to keep your description brief. Consult the Skidmore College Guide to Writing (https://www.skidmore.edu/writing_guide/) for stylistic clarification. Consult the current Catalog for examples.

Please take care with the abbreviated title. This is the course title that will appear on registration materials and on transcripts.

The course syllabus is an extremely useful document to the Curriculum Committee. It provides the committee with invaluable detail about the organizational structure of the course. To aid you in the preparation of your proposal, please consult the student learning objectives in the assessment webpage, which also includes a guide to writing student learning objectives.

These questions are all intended to elicit information that will allow the ADOF and the Curriculum Committee to assess the resource implications of the new course. For example, if the instructor is currently teaching a full load of courses and is proposing a new course, it is essential for the committee to know which course is being replaced by the new course. Will the replaced course no longer be offered? Will the deletion of the course, or a reduction in the frequency with which it will be offered, have an impact on majors or on a particular program area? If the new course will require, for example, the addition of resources to the Library, such information is also quite useful.

The Major/Minor/Program form is deceptively simple. However, the creation of a new major, minor, or program is a laborious process. The potential resource implications are significant, so the ADOF will need to work closely with the people proposing the new major, minor, or program. Revisions to existing majors, minors, and programs may also have resource implications, so they will also be reviewed carefully by the Associate Dean before bringing the proposal to the Curriculum Committee.

F. Links To Other Curriculum Information

- ***Guidelines for a First-Year Seminar***:
  http://www.skidmore.edu/academics/curric/Guidelines%20for%20a%20FYS.doc

- ***Writing Intensive Course Guidelines***:
  http://www.skidmore.edu/academics/curric/guideWritIntensive.html

- ***Quantitative Reasoning 2***:
  http://www.skidmore.edu/academics/curric/qr2-rev.htm

- ***CEPP Guidelines***:
  Includes: Culture-Centered Inquiry, Humanities, Social Sciences, Natural Sciences, and Arts
  http://www.skidmore.edu/academics/curric/CEPPguidelines-2.htm

- ***Honors Forum***:
  http://www.skidmore.edu/academics/hfc/

VI. Faculty Response to Student Integrity Problems

A. Establish your own integrity expectations clearly and positively as part of the intellectual process and content of each course. See the "The Ethics of Scholarship" for suggestions).

B. Explicitly address grade penalties for violations of the academic honor code on your syllabus, especially if these penalties lie outside the *Definitions and Guidelines* document and provided to students when they first enter Skidmore. For example, some faculty adhere to a "zero tolerance" policy on plagiarism that results in a failing grade regardless of the severity of the offense. Students should be alerted to the existence of such a policy before it is applied.

C. For help with suspected plagiarisms, consider using the Direct Submit option through Blackboard.

D. If you believe you are facing a case of student academic dishonesty, consult the *Definitions and Guidelines* document, gather the evidence carefully, and then consult with the Associate Dean of the Faculty for Academic Policy & Advising or with the Director of Academic Advising.

E. Talk privately with the student about your suspicions or certainty, trying to treat the issue in a relatively dispassionate and objective manner. Try not to be impressed or swayed by initial student anger, denial, tears, or special pleading; rather, address the evidence, the problem, and the expectations of the Honor Code. Keep a written record of your interactions with the student.

F. If you decide to respond directly to the infraction, please work within Skidmore's integrity definitions and penalty guidelines or adhere to the guidelines you establish on your syllabus when assigning a grade. Note that violations of the academic honor code may also impact the student's eligibility for academic honors and distinctions, study abroad, etc. and will be reported to external agencies as appropriate. These consequences of an infraction are described in the *Sanctions and Further Impacts* document and made available to students in the *Academic Integrity Handbook*.

G. Report in writing to the Associate Dean of Faculty, all demonstrable academic integrity infractions together with your response thereto. (Note that Skidmore faculty have committed themselves to full reporting in the *Faculty Handbook* and through subsequent faculty legislation of 1995 and 2000.) Also supply a copy of the academic materials in question and, for a case of plagiarism, a copy of the source or sources. **Failure to report an infraction may help hide a recurrent pattern and also results in unequaljustice.**

H. Regardless of whether you continue to discuss the charges with the student, *do not address the academic integrity violation with the student's parents.* The infraction is protected under FERPA, and any discussion with the student's parents not only violates the student's FERPA rights, but risks complicating the case with incomplete or inaccurate information on the college's judicial process. Direct parents to the ADOF.

I. You may prefer to request an Integrity Board hearing. Consult with the Associate Dean on this process and refer to links provided below. Note that a student who denies his or her guilt may also request a formal hearing. No action of the Integrity Board may set aside or modify a grade that you have assigned. Further, if the integrity charge is sustained, the Integrity Board may not set aside the reporting and eligibility consequences of an infraction described in the *Sanctions and Further Impacts* document.

J. If the reported infraction turns out to be a second offense, the ADOF is likely to call for a formal hearing to consider the larger picture, in which case the faculty involved in each infraction will be asked to participate, in effect, as a "witness." Note that 95 percent of reported infractions are single offenses and are resolved as the individual faculty member intended and without a hearing being requested or required.

K. Office of Academic Advising Integrity Portal:
http://www.skidmore.edu/advising/integrity/index.php
- Definitions and Guidelines
- Further Impacts of Academic Integrity Violations
- Academic Integrity Checklist
- The Ethics of Scholarship

VII. Helpful Links:

Campus Safety Webpage - http://www.skidmore.edu/campus_safety/
- Skidmore College Comprehensive Emergency Plan
- Bio hazardous Waste Management Policy & Exposure Control Plan - https://www.skidmore.edu/health/archive/policies/Biohazardous-Waste-Policy.pdf
- Environmental Health & Safety for Academic Affairs - https://www.skidmore.edu/ehs/

Human Resources - http://www.skidmore.edu/hr/
Employee Handbooks includes information on:

- Immigration Compliance
- Drug-Free Campus
- Reasonable Accommodation
- Policies Against Workplace Violence
- Inclement Weather Procedure
- Ergonomics Program

Information Technology: Policies and Procedures http://www.skidmore.edu/it/

- Copyright Policy
- Email Privacy Policy
- Web Page Creation and FTP Site Violations

Dean of the Faculty Offices Webpage: http://www.skidmore.edu/dof-vpaa/index.php

Office of Academic Advising Webpage - http://www.skidmore.edu/advising/index.php

- Classroom Protocols: Notes for Skidmore Faculty
- Guidelines for Independent Studies
- Students in Distress: A Guide for Skidmore Faculty and Staff
- Academic Honors, Prizes, and Awards

First Year Experience - http://www.skidmore.edu/fye/

Office of Off-Campus Study and Exchange - http://www.skidmore.edu/ocse/index.php

Office of the Registrar - http://www.skidmore.edu/registrar/

Foundation and Corporate Relations - http://www.skidmore.edu/foundations/index.php

Office of Sponsored Research - http://www.skidmore.edu/sponsored_research/

Office of Student Academic Services - http://www.skidmore.edu/academic_services/index.php

- Assistance for Students with Disabilities

PART THREE ~ TRAVEL AND ENTERTAINMENT POLICY

The Skidmore College Travel and Entertainment Policies can be found online at http://www.skidmore.edu/financial_services/documents/SKIDMORECOLLEGETRAVELPOLICY2016.pdf

Effective 2016

I. Purpose

These policies are intended as a guide to reimburse individuals for College-related travel and entertainment expenses. The responsibility to observe the guidelines rests both with the traveler and the chairperson or administrator who certifies conformance to these guidelines by approving the expenditure(s). This policy applies to anyone who incurs travel or entertainment expenses paid by Skidmore College, regardless of the source of funds. The College will reimburse for reasonable travel, meals, lodging and out-of-pocket expenses incurred in the transaction of College business. This document outlines policies and procedures in general terms to allow reasonable discretion for travelers. Departments may implement more restrictive policies and procedures that departmental personnel should adhere to. The policy is not expected to cover every possible situation. Federally funded awards may have additional requirements.

II. Responsibility

These policies and procedures are also necessary to comply with Federal tax law and third party sponsoring agency regulations. They will ensure consistent and fair treatment between departments throughout the College and the uniform reporting of financial results. In general, the quality of travel, accommodations, entertainment and related expenses should be governed by what is reasonable and appropriate to the purpose involved. The College respects the personal integrity and discretion of each member of its faculty and staff and conducts expense account affairs accordingly. Skidmore's travel meets the IRS definition of an "accountable plan." As a result, travel reimbursements do not have to be reported as income to the traveler. Under the accountable plan, travel advances and reimbursement of expenses must meet four requirements:

- They must have paid or incurred deductible expenses while performing services as your employees.
- Travelers must provide a statement substantiating the amount, time, use and business purpose of expenses within a reasonable amount of time (not to exceed 60 days) after the expenses are incurred. Original detailed receipts must be attached to the statement.
- Employees must return any advance amounts in excess of substantiated expenses within a reasonable period of time (not to exceed 60 days).
- If an employee does not substantiate expenses and/or return any excess advance within a reasonable period of time (60 days), this amount must be treated as if it were paid under a non-accountable plan and must be treated as salary, subject to withholding, on the employee's Form W-2.

In order for business travel expense reimbursements to remain tax-free to the employee, the policies and procedures that follow must be adhered to.

III. Skidmore College Travel Policy

1. Costs.

The most cost-effective mode of travel should be used based on itinerary:

1. Air Travel

   - Southwest Airlines is the preferred airline.
   - Appropriate for travel beyond a 200-mile radius from campus. Arrangements should be made through the Skidmore travel on-line website at http://www.skidmore.edu/purchasing/travel with your corporate visa card, not your departmental purchasing card (We encourage use of the corporate card because the College receives a rebate based on the total volume of the card usage).
   - Coach travel only (otherwise individual covers incremental cost).
   - Personal excess baggage charges, flight insurance, etc. are not reimbursed. The College is not responsible for costs associated with lost luggage (In extenuating circumstances, please discuss with your Supervisor or Chair).
   - Credit card bill is mandatory for airline ticket reimbursement prior to trip.

2. Train Travel

   - Encouraged when cost effective, especially to New York City.
   - Recommend arrangements to be made through Skidmore travel website. Contact AAA Northway if assistance is needed.
   - Coach travel only (otherwise individual covers incremental cost).

3. Personal Automobile

   When employees use their own vehicle on authorized College business, it is their personal insurance policy that is primary coverage for liability and physical damage coverage. It is important that the individual have adequate coverage, as Skidmore's insurance provides non-ownership liability for exposure to the College only (this means the insurance covers only the College in the event of a lawsuit). Appropriate for travel within a 200-mile radius of campus. Reimbursed at 53.5 cents per business mile for as of January 01, 2017(adjusted annually per IRS guidelines).

   - Maximum reimbursement for mileage is 400 miles round trip.
   - Tolls and parking fees reimbursed at actual cost.
   - Gas, oil, repairs, maintenance, fines, etc. are not reimbursed.
   - The College will reimburse personal insurance deductible for damages sustained while on business when employee is not at fault (police report required).

4. Automobile Rental

   The College's insurance provides for both liability and physical damage for employees who rent vehicles while on authorized College business. The coverage extends for car rentals in the US, Canada, Puerto Rico and US territories (therefore please waive the rental agency's insurance coverage). For vehicles rented in a foreign country, the College's international policy covers liability only, and therefore, you must secure physical damage coverage from the rental agency. If any rental vehicle will be in your custody for a period in excess of 30 days, please notify Business Services. Employee's personal effects, while within the vehicle, are not covered by College insurance unless the vehicle is no more than 1,000 feet from campus (limit of $25,000). If a loss or damage occurs to your personal property outside of this radius, please submit the loss directly to your homeowners/renters insurance.

- Local rental appropriate only when cost effective.
- Recommend arrangements to be made through Enterprise for local car rental.
- Luxury vehicles not allowed.
- Collision damage coverage is notreimbursed.
- Return car with full gas tank. Refueling charges by the rental agency are not normally reimbursed.

B. Motor Vehicle Policy

1. All full time, part time and temporary employees, including students, work-study students and interns, who may be authorized to drive College owned, leased or rented motor vehicles must:

   - Possess a current valid US driver's license and be at least 18 years of age. Note: if a rental or leased vehicle will be used, compliance with that Agency's age requirements is required.
   - Apply for College motor vehicle driving privileges using the "Driver Authorization Application" (and any other required forms) and be accepted in accordance with the College's MVR Standard listed in section IV.
   - Agree to operate College motor vehicles in accordance with applicable local, state and federal laws and College's regulations, at all times. (This agreement is found on the bottom portion of the Application for Driver Authorization, and must be signed by the driver prior to the time eligibility is conferred).
   - Wear seat belts, when provided in a motor vehicle, and ensure that any passengers do as well.
   - Operate vehicle in the performance of officially authorized College business only, unless otherwise designated.
   - Understand that smoking is prohibited at all times in College vehicles (owned, leased or rented).
   - Understand the payment of all driver related traffic violations and citations will be the sole responsibility of the driver.
   - Report any change in license status (e.g., convictions, if your license has been suspended or revoked) to Business Services, x 5812, immediately.

2. Renewal of Driving Privileges for subsequent academic years, can be obtained by the authorizing department/individual contacting Business Services (518-580-5812) and requesting a renewal (i.e. forms previously completed will be reactivated). Notification of approval/denial will be forwarded within 4 business days.

3. Driver authorization applications. A copy of the driver authorization application is attached. Departments: Please return this form with a copy of the applicant's driver's license to the Office of Business Services.

   http://www.skidmore.edu/safety_committee/motor_vehicle_policy/

   All College personnel (including faculty, staff, and students) MUST complete this form in order to be approved to operate a College owned, leased or rented vehicle for the purpose of College business. Carefully read this form and provide the following information:

SKIDMORE
COLLEGE

Office of Business Services 518-580-5812

EMPLOYEE DRIVER AUTHORIZATION APPLICATION

(APPLICATION MUST BE APPROVED PRIOR TO DRIVING)

All College faculty and staff MUST complete this form in order to be approved to operate a College owned, leased or rented vehicle on Skidmore College business. Carefully read, complete, and return this form with a copy of the applicant's driver's license to Business Services.

PERSONAL INFORMATION (please print):

NAME (exactly as it appears on driver's license) CAMPUS PHONE EMPLOYEE ID # (off ID or Paystub)

HOME ADDRESS (address that appears on driver's license) CITY STATE ZIP CODE

☐ YES ☐ NO

D/O/B DRIVERS LICENSE # STATE LICENSE HELD OVER 3 YRS?

DEPARTMENT TITLE SUPERVISOR

I hereby authorize Skidmore College and/or its insurance representative, pursuant to the Driver's Protection Act to periodically obtain and review my Motor Vehicle Record as needed in order to evaluate my insurability when driving a College owned, leased or rented vehicle. I understand that this information will be kept confidential and released only to those College representatives charged with overseeing the College's insurance and employment policies.

I understand that I have an obligation and responsibility to the College and any negative change in the status of my driving record may result in the revocation of the privilege of operating a College owned, leased or rented vehicle. I understand that Business Services will email either approval or denial of my driver authorization, and I will not drive for the College until I receive approval.

By my signature, I hereby grant permission to Skidmore College to enroll my New York State Driver's License in the New York LENS program for the duration of my employment in my current position. This program will automatically notify Skidmore College of any motor vehicle convictions.

SIGNATURE

DATE

C. Lodging, Meals and Incidentals

1. Lodging:

- Recommend arrangements to be made through Skidmore Travel website. Lodging costs should be kept to a minimum.
- Cost up to $150 per night. Cost up to $300 in High Cost Areas[3] (see list below).
- Conference rates are reimbursable.
- Staying with friends or family is encouraged (appropriate gift is reimbursed, up to $50).
- Sales Tax Exemption (hotel rooms).
- Exempt from sales tax in New York, Florida, Massachusetts, and Connecticut. Obtain appropriate forms from Accounts Payable or from Purchasing web page (NY only). Some states accept NYS exemption; check with vendor.

2. Meals and Alcoholic Beverages:

- Actual cost of meals and incidentals up to an average of $60 per full day is reimbursed.
- For partial days, allowance is $10 breakfast, $15 lunch, $30 dinner, $5 incidentals.
- For High Cost Areas[3] an additional $20 per day is reimbursable.
- If conference fees include meals, daily allowance is reduced accordingly (see above).
- Entertainment expenses (meals for guests) should be reported separately.
- The general College policy is **not** to reimburse for alcoholic beverages. If incurred, payments for alcoholic beverages should be billed separately and paid for by the employee directly and are not eligible for reimbursement. An exception is allowed only in special circumstances for certain donor, advancement, and similar purposes, determined in advance by the Cabinet member responsible for approving the expense.
- Note: if the cost exceeds the above guidelines - Director or Chair must approve.
- Reimbursable incidentals include such things as tips, brief phone calls home. Personal hygiene items, child care, etc. are not reimbursed. Personal entertainment (movies, games, etc.) are not reimbursed.
- In an effort to promote a healthy lifestyle, we will reimburse health club fees if the hotel that you are staying at does not have a fitness room for use free of charge.

3. Cash Advances. Cash advances must be approved by supervisor, Director or Chair ($25 dollar minimum; over $1,000 must be pre-approved by DOF/VPAA). Request made on standard "Check Request Form" with purpose and dates of trip. Cash obtainable up to $250; otherwise check (Tuesday request issued Friday). Previous advances must be cleared before new advance is issued. Advances must be cleared within thirty-days after returning from your trip.

[3] High Cost Areas: New York City, Boston, Newark, Philadelphia, Washington, D.C., Atlanta, Miami, Chicago, Dallas-Fort-Worth, Los Angeles, San Francisco, Seattle. This list is not inclusive. Other cities may qualify as well.

4. College Guest Travel
    - When the College is paying for guest travel (job candidates, trustees, consultants, etc.), we encourage arrangements be made through AAA Northway or Travel Guard Chartis for reservations.

5. International Travel or Transactions
    - Please use your corporate card whenever possible.
    - Include your credit card bill with your expense report, (this enables exchange rates to be handled efficiently) for cash transactions, please include exchange rates.

6. Exceptions must be recommended by the appropriate Dean or Vice President (in such cases, please submit written explanation with Travel Expense Report), but final disbursement authority rests with the Office of Financial Services.

D. Travel and Entertainment

Please remember to refer to the Colleges Travel and Entertainment Policy before scheduling travel or entertaining guests.

http://www.skidmore.edu/financial_services/documents/SKIDMORECOLLEGETRAVELPOLICY2016.pdf

When entertaining guests or candidates locally, and whenever possible, use the College's direct-bill selected restaurants (listed below).

- Boca Bistro
- Chianti
- Forno Toscano
- Longfellows
- Olde Bryan Inn
- Sperry's

For all other restaurants not previously established with tax-exemption procedures, the responsible faculty member must use a personal College-corporate credit card, as well as take a tax exemption form to the establishment.

Reminder: the general College policy is *not* to reimburse for alcoholic beverages. An exception is allowed only in special circumstances for advancement donors, recruitment, visiting artists/lecturers, determined in advance by the Cabinet member responsible for approving the expense.

Reasonable expenses when interacting with external constituencies are reimbursed (trustees, donors, alumni, parents, vendors, job candidates, professional guests, etc.). Interactions among faculty/staff/students are not generally reimbursed.

A. Meals

1. Expenses for local dining involving non-College personnel are reimbursable when the purpose of the meeting is to conduct College business and when it is necessary or desirable to have the meeting in conjunction with or during a meal. This includes our guests such as speakers,

visiting artist, writers etc. Reimbursement up to $50 per person. Please use the Downtown discount business cards whenever possible. Note: if the cost exceeds the above guidelines, Director or Chair must approve.

2. Entertainment expenses should be reasonable in relation to the nature of the function and the resulting business benefit expected to be derived from the expenditure.

3. A list of names must be indicated on the expense report along with the purpose of the entertainment. Some examples of this type of entertainment would be for alumni functions and entertaining donors or prospective donors.

4. Generally no more than 2 or 3 faculty/staff should dine off-campus with each guest. Spouse/partner may be included if guest's spouse/partner is present.

B. Entertainment of Students

1. Light refreshments for receptions, lectures, and other special events are reimbursable. (Food Service should cater such events if more economical).

2. Occasional entertainment of student volunteers by Chairs/Directors as a "thank you" is reimbursable.

3. Occasional (at most once per semester) inexpensive entertainment (pizza, etc.) of paid student workers by Chairs/Directors as a "thank you" is reimbursable.

C. Entertainment of Faculty/Staff Members

1. Entertainment of fellow faculty/staff is not normally reimbursed. The College will not normally pay for meals (on or off campus) for faculty/staff meetings.

2. Annual staff retreats are reimbursable; such events should be budgeted and charged to Account Number 7430.

3. Individual Faculty/staff going away parties, retirement, or holiday celebrations are not reimbursed (Campus wide parties must be catered by Food Service).

D. Gifts

1. Individual and /or departmental gifts for parting, retirement, thank you, holidays, etc. are not reimbursed.

2. A gift for the non-faculty/staff host of a gathering is reimbursable up to $50.

E. Illness, Birth and Condolence Gestures

1. For employee inpatient hospital stays, please contact Human Resources and they will send an appropriate gift (approximately $35).

2. For birth or adoption, the College will send a $50 savings bond and congratulatory card (contact Human Resources).

3. In case of death of member of employee's immediate family, the College will send a memorial contribution of $25 (contact Human Resources). Further gestures made by individuals are not reimbursed.

F. Exceptions to the Policy

Exceptions must be recommended by the President or appropriate Dean or Vice President (in such cases please submit written explanation to Accounts Payable), but final disbursement authority rests with the Office of Financial Services.

APPENDIX A – MODEL PERSONNEL POLICIES

Model Personnel Policies

These policies were developed through consultation of existing departmental policies, codifying longstanding departmental and program practices that were not in writing, and developing new practices (particularly around non-tenure-track faculty) that were neither in writing nor informally adopted. The principles guiding the compilation of these policies include clarity, consistency, equity, and transparency.

I. <u>General College Policies</u>

a. The Chair/Program Director/Program Personnel Committee Chair (CPD/PPC) is responsible for providing new faculty with a copy of department/program personnel procedures and for ensuring faculty have access to regular and consistent mentoring and professional support. CPD/PPCs may enlist other faculty to assist with mentoring and providing professional support for tenure-track or non-tenure track faculty.

b. The CPD/PPC keeps tenure-track faculty apprised of their progress through the tenure system through a yearly performance review meeting that is documented by an annual letter of evaluation.

c. Each year, full-time continuing non-tenure-track faculty meet with their respective CPD/PPCs to discuss their performance as teachers and members of the academic community and will receive a brief summary of this meeting.

d. Associate Professors shall normally be evaluated every three years on a schedule determined by the CPD/PPC and Full Professors every six years. This process is coordinated with the individual's and the department/program's sabbatical cycle.

e. Faculty will engage in developmental and evaluative classroom observations according to the College’s teaching observation policies.

f. Under the guidance of the CPD/PPC, individual faculty are responsible for preparation of their dossiers for department/program and CAPT (Committee on Appointments, Promotions, and Tenure) review. They are responsible for being conversant with the *Faculty Handbook* (FHB) and departmental procedures for reappointment, tenure and promotion.

g. All faculty have access to the Committee on Academic Freedom and Rights (CAFR), which serves as guardian of the academic freedom and rights of all members of the academic community. Faculty also have access to the Assistant Director for Employment, Compliance, and Workforce Diversity who is responsible for hearing or receiving grievances according to the procedures outlined in Part Six of the FHB.

h. Candidates who are denied tenure may appeal to the Tenure Review Board, following the procedures outlined in the FHB.

i. Obligations pertaining to all members of the faculty include: 1) continued professional improvement; 2) conscientious fulfillment of academic responsibilities; 3) concern for the College as a whole as well as for one's individual and departmental interests; and 4) encouragement of newly appointed members of the Faculty.

II. Eligibility of Faculty to Participate in Personnel Processes

a. Eligible faculty who are required to participate in personnel processes as mandated by the FHB include: full-time tenure-track faculty in at least their third full time year of service at Skidmore, Artists-in-Residence, and Writers-in-Residence who are at least in their third year of full-time service at Skidmore, including those with shared appointments or in phased employment. Eligible faculty shall participate in department meetings during which candidates' reappointment/tenure/promotion is being discussed, and will submit letters to the CPD/PPC for tenure and promotion.

b. Smaller departments (fewer than five tenure-track faculty, AiRs (Artists-in-Residence), and/or WiRs (Writers-in-Residence) may deem full-time non-tenure track faculty as eligible to participate in the personnel process and their letters will be solicited by CAPT; otherwise, non-tenure-track faculty (with the exception of AiRs/WiRs) are not mandated to write and are not required to participate in personnel discussions. If Departments/Programs do deem non-tenure track faculty as eligible to write on behalf of a candidate for tenure, a list of the faculty eligible to write will be provided to CAPT prior to the solicitation of department/program letters.

III. Tenure and Promotion Process for Pre-Tenure Faculty

a. Year 1

i. The CPD/PPC (or designee) will review evidence of teaching effectiveness with the candidate during the fall and spring semesters and provide feedback to the candidate over the course of the year. While this is not an exhaustive or prescriptive list, such evidence may include syllabi, assignments, student work, exams, examples of feedback on student work, quantitative and qualitative teaching evaluations. CPD/PPC will develop a mechanism whereby their faculty are kept informed about the candidate's work and progress over the year.

ii. In consultation with the CPD/PPC, candidates will develop a plan for developmental and evaluative teaching observations at the beginning of their first year and in accordance with the College Teaching Observation Policy.

iii. During the second semester of their first year, in consultation with the CPD/PPC, candidates will begin to develop their dossier for tenure by organizing materials from their first year and posting them to Blackboard.

iv. The CPD/PPC will write a letter of evaluation at the end of the candidate's first year.

v. If the CPD/PPC, in consultation with the department/program/PPC, decides to terminate the contract in the first year, the CPD/PPC shall notify the Dean of the Faculty and the candidate on or before February 15 of the candidate's first year. The CPD/PPC shall then notify the department/program.

b. *Year 2*

i. In consultation with the CPD/PPC, candidates will develop a plan for developmental and evaluative teaching observations for years 2 and 3 at the beginning of their second year and in accordance with the College Teaching Observation Policy.

ii. CPD/PPCs will develop a mechanism whereby their faculty are kept informed about the candidate's work and progress over the year.

iii. Candidates will continue to develop their dossier for tenure by adding to their materials collected from their first year and posting them to Blackboard.

iv. The CPD/PPC will write a letter of evaluation at the end of the candidate's second year that focuses on feedback to help the candidate prepare for reappointment in the third year.

c. *Year 3: Reappointment*

i. The CPD/PPC will discuss procedures for review with the candidate, and, by November 1, candidates will assemble one hard copy of their dossiers/files available for review by faculty in the department eligible to write on their behalf. Candidates will also post their materials to Blackboard.

ii. Candidates should consult the *Guidelines for Assembling Materials for Tenure* for directions in compiling their dossiers.

iii. The candidate will continue to participate in teaching observations according to College policy generally and according to the plan developed in year 2 more specifically.

iv. By December 1 of the third year of an initial three-year contract, the CPD/PPC will convene a department/program meeting with eligible faculty to discuss and review the candidate’s file. The candidate shall not be present at the meeting. During the meeting, faculty will thoroughly discuss the evidence presented in the file as it relates to the evaluative criteria for reappointment as set forth in the FHB. The purpose of the meeting is for information sharing and interrogation of the file. At the end of the meeting, the faculty will vote to determine the department/program recommendation for reappointment. The CPD/PPC may schedule additional meetings if they deem it necessary. Simple majority rules and a tie is considered a positive recommendation. Results of the voting will be shared by the CPD/PPC during the meeting.

v. The CPD/PPC will write a summary letter detailing the Department/Program’s recommendations according to the guidelines presented in the FHB and vet the letter with all eligible faculty. All eligible faculty are expected to sign the letter to acknowledge they have reviewed its content; if they have perspectives that are not adequately represented in the letter, they may write an individual letter that will be submitted to the Associate Dean of the Faculty. The summary letter and any additional letters are due to the Associate Dean of the Faculty (faculty affairs) by January 15.

vi. By February 15, the CPD/PPC will meet with the candidate to discuss the recommendation, feedback about performance, and if applicable, a plan for teaching, scholarship, service, peer observation, and mentoring for years 4-6.

vii. Assuming successful reappointment, candidates will continue to develop their dossier for tenure by adding to their materials collected from and posting them to Blackboard.

d. *Years 4 and 5*

i. At the end of the candidate's fourth and fifth year, the CPD/PPC annual letter of evaluation shall apprise the candidate of the chair's assessment of teaching, scholarly and professional activity, and service with regard to the tenure review.

ii. The CPD/PPC and the candidate shall discuss the procedures for tenure well in advance of tenure consideration and connect the candidate with resources to support a successful tenure review.

iii. CPD/PPCs will develop a mechanism whereby their faculty are kept informed about the candidate’s work and progress over the year.

iv. Candidates will continue to participate in teaching observations according to College policy generally and according to the plan developed in year 3 more specifically.

v. Candidates will continue to develop their dossier for tenure by adding to their materials collected and posting them to Blackboard.

vi. The CPD/PPC will write a letter of evaluation at the end of the candidate's fourth and fifth years apprising the candidate of progress toward tenure.

e. *Tenure Review*

i. A full-time, untenured member of the faculty who is at the rank of assistant professor or above shall become a candidate for tenure in the fall term of her/his sixth year of service as a faculty member. Parental, medical, or other leaves, during which the tenure clock was suspended, shall not count toward the period of service. Faculty members who come to the institution with tenure at another institution may come up for tenure as soon as their second year.

ii. With the CPD/PPC's assistance, the candidate will prepare a dossier of materials relevant to evaluation of the candidate's teaching, scholarly and professional activity, and service to the College. This dossier will include one hard copy as well as an electronic copy posted to Blackboard. Candidates should consult the *Guidelines for Assembling Materials for Tenure* for directions in compiling their dossier. The candidate will make this file available for review by Department/Program members at least six weeks before faculty and chairs' letters are due to CAPT. Candidates should consult the CAPT Calendar for specific dates.

iii. The CPD/PPC will solicit letters from candidates' external and internal reviewers, and make those letters available to the eligible faculty for their review prior to the department/program meeting described below. Given CAPT solicits letters for their use only, it is necessary for CPD/PPCs to also solicit internal and external letters for review departmental/program faculty.

iv. With sufficient time to allow for meeting the CAPT deadline for submission of letters, the CPD/PPC shall convene a department/program meeting of all eligible faculty (defined in Section II above). The faculty shall consider whether the candidate has met the criteria, obligations, and responsibilities for tenure as listed in the FHB. The candidate shall not be present at the meeting. During the meeting, faculty will thoroughly discuss the evidence presented in the file as it relates to the evaluative criteria set forth in the FHB. The purpose of the meeting is for information sharing and interrogation of the file. At the end of the meeting, the faculty will vote to determine the department/program recommendation for tenure. Simple majority rules and a tie is considered a positive recommendation. Results of the voting will be shared by the CPD/PPC during the meeting.

v. Eligible faculty shall submit individual letters according to the evaluative criteria for tenure as set forth in the FHB to the Chair at least ten days (weekends included) before such letters are due to CAPT. These letters form the basis of the Department/Program letter and each letter shall clearly state whether the individual recommends for or against tenure and the reasons for that recommendation. Department letter writers are encouraged to consult the *Letter Writer Guidelines* developed by CAPT.

vi. Once the CPD/PPC's letter is produced, the CPD/PPC will share a draft with eligible faculty. Opportunities for feedback are provided, after which the letter is revised (if necessary). The CPD/PPC then submits a final version of the letter to CAPT along with letters from individual eligible faculty, and any other Department solicited/unsolicited letters (e.g., letters from senior non-tenure track faculty with significant experience in the candidate's discipline). Prior to the deadline set forth in the CAPT calendar, the candidate submits one hardcopy of the dossier to CAPT (via the DOF/VPAA Office) and develops an electronic version on Blackboard.

vii. The CPD/PPC may write their own letter recommending either for or against tenure and substantiating that recommendation with evidence. This letter may be incorporated into the department/program letter described in vi above.

viii. If the CPD/PPC is eligible for tenure, the Associate Dean of the Faculty for faculty affairs (or designee) will lead the tenure review process and act in the role of the CPD/PPC.

IV. Selection of External Referees and Handling of External Letters for Tenure

a. In the third year and after a candidate is successfully reappointed, the CPD/PPC (or designee) will begin consultation with the candidate to choose external referees who will be asked to write letters on behalf of the candidate for tenure. This process requires mentoring and support from the CPD/PPC (or designee) to ensure that the candidate is choosing letter writers that are best situated to impartially evaluate the candidate's scholarship or creative works.

b. While all cases have a unique context, it is suggested that the list of external referees include specialists in the candidate's area(s) of study. Reviewers should not stand to benefit in a direct or indirect way from the candidate's advancement in rank and, ideally, have achieved the rank or standing that the candidate wishes to obtain (although in some narrower fields, this may not be possible). It is desirable to have at least one reviewer from a liberal arts college.

c. The candidate, in consultation with the CPD/PPC (or designee), will choose between 3-4 external letter writers. Under special circumstances, a candidate may solicit up to 5 external letters. While the CPD/PPC is consulting with the candidate on suitable referees, the final decision as to who will be asked to write will be the candidate's.

d. CPD/PPCs are responsible to reach out to possible external letter writers to ascertain their willingness to write on behalf of a candidate well before the CAPT deadline for submission of names of letter writers. CPD/PPC will furnish external letter writers with the instruction letter that CAPT sends when such letter is formally requested. Once external letter writers are successfully identified and agree to write, the CPD/PPC will notify CAPT of the external letter writers' names and contact information by the due date in the CAPT calendar. CPD/PPC shall keep the candidate apprised of the status of invitations and of their final disposition.

e. Candidates are responsible for gathering hardcopies of their materials (or posting them online) and sending the materials (or link) to the external letter writers for review well in advance of the letter due date. Candidates may consider including the CAPT instruction letter for external referees and a copy of the FHB language for tenure and promotion.

f. CPD/PPC will solicit a copy of the letters from the external referees for department/program review with a receipt date that will allow for department/program review before the department/program meeting at which the candidacy is discussed.

g. CPD/PPC will make the external letters available to the eligible faculty who will write on candidates' behalf so as to inform their letters assessing the candidate's file for tenure.

V. Promotion of Tenure-line Faculty

a. Consideration for promotion to Associate Professor or Professor is not based on years of service. Faculty may stand for promotion at their discretion, and such consideration may be initiated by the CPD/PPC, Dean of the Faculty/VPAA, or Associate Dean of the Faculty (faculty affairs) in consultation with one another. The CPD/PPC shall present the department/program's recommendation to CAPT. The Associate Dean of the Faculty (faculty affairs) may initiate promotion consideration in the case of the promotion of a CPD/PPC, and acts as chair of the promotion review.

b. The candidate shall prepare by December 1 a file that includes:

i. Current CV that makes clear what has been achieved since the last promotion

ii. Annual reports of activities for the past six years

iii. Evidence of teaching effectiveness including but not limited to syllabi; reading lists; assignments; exams; audio, visual, and digital resources; examples of student work (these are examples and not an exhaustive or prescriptive list)

iv. Statements that contextualize and make a case for high quality teaching, sustained scholarly engagement, and significant college service

v. The last ten consecutive semesters of quantitative and qualitative student ratings either from Skidmore or another institution

vi. Publications, unpublished papers, presentations, videos, and other evidence of scholarly and professional activity since the last promotion (candidates may add earlier materials for purposes of context or to show continued growth.)

vii. Service credentials that reflect the *FHB* statements about community service (Article VI, A); the candidate may provide relevant documents and seek letters from committee chairs or members who can speak about the quality and extent of service.

viii. Other materials that the faculty member chooses to submit as evidence of her/his teaching, scholarly and professional work, and service to the Department, College, and

Skidmore community. For example, these materials may include a statement of teaching goals and philosophy, a statement discussing past and future scholarly activity, and peer evaluations of teaching.

c. The CPD/PPC shall consult the appropriate chairs of departments and the directors of programs when the candidate has participated in other institutional programs or interdepartmental activities and report on the consultation to the department/program.

d. At least three external letters shall be solicited by the CPD/PPC in accordance with the procedures as outlined in IV above and included in the candidate's promotion file that is available to eligible faculty for review. Therefore, the due date of these letters is December 1.

e. All letters regarding scholarship and community service that the candidate wishes to present to CAPT shall also be made available to the department/program with a December 1 due date.

f. Before the last day of the fall semester, the CPD/PPC shall convene a department meeting/program meeting with all faculty eligible to write in personnel matters to discuss and review the candidate's file and to decide whether or not to recommend the candidate for promotion. The candidate shall not be present at the meeting. During the meeting, faculty will thoroughly discuss the evidence presented in the file as it relates to the evaluative criteria set forth in the FHB. The purpose of the meeting is for information sharing and interrogation of the file. At the end of the meeting, the faculty will vote secretly to determine the department/program recommendation for promotion. Simple majority rules and a tie is considered a positive recommendation. Results of the voting will be shared by the CPD/PPC during the meeting.

g. If the Department decides to recommend promotion, letters from individual members of the Department and any outside evaluators shall be submitted to the CPD/PPC by the date indicated in the CAPT calendar. All such letters shall be included in the promotion file submitted to CAPT. If the department/program does not support the candidate’s promotion, the CPD will notify the candidate as soon as possible. This ends the candidacy for this year.

VI. Renewal, Reappointment, and Promotion of Non-Tenure-Track Faculty

a. Renewal or Issuing of New Consecutive Contracts for Visiting Assistant Professors (VAP), Full-Time Lecturers (FLL), Teaching Professors (TP), and Instructors after their third contract (9^{th} year and beyond)

i. VAPs, FLLs, and TPs must be evaluated and evidence of the evaluation sent to the ADOF (faculty affairs) prior to any new contract or renewal of existing contract. VAPs, FLLs, and TPs will be evaluated at least once during each contract cycle if a new contract is to be issued or the current contract renewed. The timing of such evaluations are up to the CPD/PPCs but must be completed in a timely fashion (ideally by the beginning of the semester prior to the contract expiring).

ii. The evaluation is conducted by the CPD/PPC (or designee). If the candidate has an appointment in multiple programs/departments, each CPD/PPC (or designee) is responsible for reviewing the evaluations and course materials of those courses taught in that Department/Program during the time frame of the current contract. The evaluation consists of:

A. Teaching observation as dictated by the Skidmore College Teaching Observation Policy;

B. Review of the candidate's qualitative and quantitative teaching evaluations, syllabi, and other pertinent course materials by the CPD/PPC(s) (or designees). Candidates are responsible for providing these materials to the CPD/PPC(s) (or designees);

C. A meeting between (each of) the CPD/PPC(s) (or designees) in which the CPD/PPC(s) provides feedback about candidate's teaching in that specific department/program. This discussion is informed by a review of the materials addressed in "B" above.

D. After the meeting(s), the candidate writes a brief summary of the meeting and a reflection on the feedback discussion(s) and submits the document to the CPD/PPC(s) for review. If further discussion is warranted about the content of the summary, the CPD/PPC may request an additional meeting.

E. The CPD/PPC writes a brief memo via e-mail to the ADOF (faculty affairs) summarizing the evaluation process. At that point, a new contract or a renewal can be issued.

b. Reappointment of AiRs and WiRs

i. AiRs and WiRs are reappointed according to the procedures outlined the *FHB* and in III.c above. For their third contract (6^{th} year), the review must also include letters of reference from outside of the department/program including referee(s) external to the College. Such letters are solicited in the same manner outlined in section IV above. These letters will be made available to the department/program members eligible to participate in personnel processes prior to the meeting in which the candidate's reappointment is discussed.

ii. During the candidate's 9^{th} year (4^{th} contract) and beyond, an abbreviated process is observed and described below:

A. Candidates for reappointment engage in the peer observations as outlined in the peer observation policy.

B. Candidates prepare a file for review by the department/program that includes:

a. Current CV.
b. Annual reports of activities for the past three years.
c. A professional statement that provides: the context for and evidence of sustained high-quality teaching including an analysis of and reflection on peer observations and one's qualitative student evaluations for the past three years; evidence of professional growth, development, and achievement as a scholar; a description of how the candidate has contributed to the institution beyond the classroom and served the department and college.
d. A table that presents a listing of courses by semester in which they were taught; enrollment and course caps in those courses (for example, 23/29); and the three summary numbers from student quantitative evaluations that address the course overall (item 2.1), instructor effectiveness overall (item 4.1) and learning overall (item 5.1).

C. The CPD/PPC shall convene a department/program meeting with all faculty eligible to write in personnel matters to discuss and review the candidate's file and to decide whether or not to recommend the candidate for reappointment. A vote is taken and simple majority rules. In the case of a tie, the decision is positive.

D. During the meeting, faculty will also discuss feedback that the CPD/PPC will provide to candidates with the purpose of professional growth and development. This feedback and the department's recommendation will be written up by the CPD/PPC and presented to the candidate during a meeting with the CPD/PPC and candidate.

E. The CPD/PPC forwards the candidates file, a copy of the feedback provided to the candidate, and the recommendation regarding reappointment to the ADOF (faculty affairs) by January 15.

c. Reappointment of Full-Time Instructors

i. Full-time Instructors are reappointed according to the procedures outlined in the *FHB* and in III.c above for their first two contracts. After their 6th consecutive year (third contract), the process described in VI.a.ii.A-E (abbreviated reappointment process) is observed.

VII. Promotion of AiRs, WiRs, Instructors, Lecturers, and Teaching Professors

i. AiRs, WiRs, Instructors, Lecturers, and Teaching Professors are considered for promotion through a recommendation made by the CPD/PPC which can be informed by recommendations from faculty in the department/program. Promotions for non-tenure track faculty are considered on the same calendar as promotions for tenure-track faculty (see CAPT Calendar). If a full-time non-tenure track faculty member is to be considered for promotion in the same academic year that coincides with reappointment, the department or program can choose to recommend reappointment and promotion as part of the reappointment process with the reappointment notification in the fall and promotion notification in the spring semester. If that is the case, the candidate shall prepare a promotion file that will serve as both the reappointment and promotion application documentation.

ii. Criteria for promotion for each category of non-tenure-track faculty:

A. In accordance with the FHB, decisions to reappoint or promote AiRs and WiRs are based on their credentials in three areas: performance as teachers, achievement as artists/scholars, and contributions to the welfare of the college community beyond the classroom.

B. In accordance with the FHB, the criteria for promotion of Instructors are: high quality teaching; professional growth that maintains currency and enhances effectiveness in the classroom, studio, or laboratory; and service to the department/program and the College.

C. In accordance with the FHB, the criteria for promotion of Lecturers and Teaching Professors include high quality teaching and department/program/institutional need; and, where appropriate, effective service to the department, the College, and the profession; and, where appropriate, evidence of professional growth that maintains currency and enhances effectiveness in the classroom, studio, or laboratory.

iii. Consideration for promotion is not based on years of service. If a non-tenure track faculty member is a CPD/PPC and is going to be considered for promotion, a senior faculty member in the Department may lead the promotion review process. This individual will be chosen in consultation with the ADOF (faculty affairs).

iv. Process for promotion

A. By December 1, and in consultation with the CPD/PPC(s), the candidate shall prepare a file for departmental/program review that includes:

a. Current CV;
b. Annual reports of activities for the past six years;
c. A teaching statement the provides the context for and evidence of sustained high quality teaching;
d. Selected examples that provide evidence of teaching effectiveness which can include syllabi, reading lists, assignments, exams, digital resources (audio, visual, etc.), and examples of student work. These are examples and are not an exhaustive or prescriptive list.
e. The last ten consecutive semesters of quantitative and qualitative student ratings and a table that presents a listing of courses by semester in which they

were taught; enrollment and course caps in those courses (for example, 23/29); and the three summary numbers from student quantitative evaluations that address the course overall (item 2.1), instructor effectiveness overall (item 4.1) and learning overall (item 5.1).

f. A professional statement that details evidence of professional growth, development, and achievement as an artist and/or scholar particularly over the past five years. Candidates may include publications, unpublished papers, presentations, videos, images, and other evidence of artistic and scholarly activity.

g. A service statement that details how the candidate has contributed to the institution beyond the classroom and served the department and college particularly over the past five years.

B. The CPD/PPC shall convene a department/program meeting with all faculty eligible to write in personnel matters to discuss and review the candidate's file and to decide whether or not to recommend the candidate for promotion. The candidate shall not be present at the meeting. During the meeting, faculty will thoroughly discuss the evidence presented in the file as it relates to the evaluative criteria set forth in the FHB. The purpose of the meeting is for information sharing and interrogation of the file. At the end of the meeting, the faculty will vote to determine the department/program recommendation for promotion. Simple majority rules and a tie is considered a positive recommendation. Results of the voting will be shared by the CPD/PPC during the meeting.

C. The CPD/PPC forwards the candidate's file, a letter detailing the department/program recommendation and a summary the evidence as discussed in the promotion meeting to substantiate the recommendation for promotion to the ADOF (faculty affairs) by the due date for promotion files as listed in the CAPT calendar.

VIII. Search Committee Guidelines

a. All search committees (tenure-track and full- and part-time non-tenure track) are expected to adhere to the College's inclusive hiring principles and standard processes presented in the most current version of the *Chairs and Program Directors Handbook*. The following outlines the policy for forming departmental/program search committees.

b. Tenure-Track, AiRs, and WiRs Searches

i. Eligible faculty to serve on tenure-track, AiRs, and WiRs searches include tenure-track faculty, AiRs, and WiRs. While it is preferable for eligible faculty to be in at least their third year of service at Skidmore, these policies do not prohibit faculty in years 1 and 2 from serving on a search committee if needed and, under special circumstances (e.g. expertise or other factors), non-tenure track faculty may serve as well.

ii. In smaller departments (fewer than five tenure-track faculty, AiRs, or WiRs), non-tenure track faculty are eligible to serve on tenure-track search committees.

iii. Search committees are chaired by the CPD/PPC (or designee, usually a senior member of the department/program) and should have four or five members (may be more or less depending on the department/program). They should include representation across rank and should be as diverse as possible. All search committees must include a diversity advocate (see *Chairs and Program Directors Handbook*) and at least one faculty colleague from another department or program.

iv. For cross-department and/or interdisciplinary program tenure-track lines, the search committee should include representation from both the Departments and/or Programs; the Chair of the committee will be agreed upon by the partnering units.

c. Non-Tenure-Track Searches (excludes searches for AiRs and WiRs)

i. For part-time non-tenure-track searches offering contracts of one year or less, a formal search can be waived.

ii. For one-year full-time non-tenure-track searches the search may be waived; but the successful candidate cannot serve more than one year without the department/program conducting a formal search process.

iii. Eligible faculty to serve on non-tenure track searches include tenure-track faculty, AiRs, WiRs, and other full-time non-tenure track faculty.

iv. For cross-department and/or program full-time non-tenure track lines, the search committee should include representation from both the Departments and/or Programs; the Chair of the committee will be agreed upon by the partnering units.

v. Search committees are chaired by the CPD/PPC (or designee) and should have between 2-4 members depending on the length of the contract associated with the open position (e.g. smaller committees for 1 year positions and larger committees for 2-3 year positions).

vi. In order to conserve college resources, departments may choose not to invite candidates for 1-year positions to campus, and instead rely on telephone/Skype interviews and reference checks. If a department does opt for a campus visit, the committee's top choice is brought to campus first. If the committee finds the candidate acceptable, no further candidates are brought to campus. If the candidate is unacceptable, the next candidate is brought to campus. For multiple year hires, no more than 2 candidates should be brought for campus interviews.

APPENDIX B – DRAFT FACULTY STRATEGIC PLAN AND PEER OBSERVATION POLICY PROPOSAL

FACULTY STRATEGIC PLAN PROPOSAL

The Dean of the Faculty's Office is firmly committed to the holistic development of our faculty. This includes the provision of resources and opportunities to enhance our faculty's scholarly and creative endeavors, promote effective leadership and service, and nurture pedagogical competencies that provide our students with high quality teaching and a first-rate educational experience for which Skidmore is known.

The deployment of faculty development resources is most effective and efficient when opportunities are driven by well elucidated goals and objectives of individual faculty members in the context of institutional and departmental priorities. As faculty progress through their academic careers and the professorial ranks, development of an individual faculty professional strategic plan can assist in focusing one's work, illuminating needs for targeted faculty development resources, providing a specific context for evaluation, and meeting institutional priorities. Therefore, as part of a multi-faceted approach to faculty development and evaluation, the DOF Office proposes that faculty collaboratively engage in an individual faculty strategic planning process that will function as a guide for professional growth and development in scholarship/creative work, teaching, and service.

While the implementation of such a collaborative planning process can be beneficial for all faculty regardless or rank or tenure status, it can be especially valuable for pre-tenure faculty. Such a plan could facilitate a successful tenure process through helping faculty clarify their scholarship/creative goals in the context of departmental and institutional tenure expectations and illuminate what resources may be needed to support scholarship and creative work as one progresses toward assembling the tenure file. In terms of teaching, newer faculty can better plan for new course preps and deploy specific and tailored strategies such as peer observation to enhance their classroom performance. In terms of service, faculty can think about where their talents are best utilized in the governance and service system and target their efforts in those areas. Such mindful planning across the three areas of performance may allow for synergy in which scholarship/creative work, teaching, and service complement and energize each other allowing for better work/life balance and increased job satisfaction.

Finally, the development of individual faculty strategic plans can provide a context for more targeted and meaningful feedback and evaluation particularly as one works toward tenure. The plan, developed primarily by the individual faculty member in consultation with the department chair(s)/program director(s) (or designees), could provide a benchmark for feedback in annual letters, at third-year reappointment, and at tenure. The plan would be developed collaboratively in the context of the department clarifying expectations for pre-tenure faculty and those charged with shepherding these faculty through the reappointment and tenure processes. The plans could also allow for continuity in expectations under probable departmental leadership changes. Such plans could also be helpful for Associate Professors working towards promotion, as well as faculty in non-tenure track positions trying to advance in rank. These plans are not contracts, but are documents to help faculty focus their work within departmental and institutional priorities. Fulfilling such plans does not guarantee tenure or promotion, and not completing all aspects of a plan does not necessarily mean one will not be granted tenure. Again, they are planning documents only.

Faculty Strategic Plan (FSP): Timing and Structure

In consultation with the faculty member's department chair(s) and/or program director(s) (CPDs), pre-tenure faculty will be expected to develop a FSP by the end of their first academic year that will cover years 2 and 3, and upon reappointment, years 4-6. The candidate will keep a copy of the most current plan and share it with CPDs. To the extent that plans include needed faculty development resources, candidates and CPDs will communicate these resource needs to a representative from the Dean of the Faculty Office (CLTL Director or ADOF). Any changes to the plan are expected to be discussed with CPDs. Plans can include but are not limited to the following components:

- Teaching
  - What courses will likely be offered by the faculty member over the time of the plan? (It is understood that departmental needs may result in a change to the plan due to staffing or enrollment pattern changes, etc.)
  - What is the plan for developmental peer observation that meets the needs of the faculty member vis-à-vis their current skills and competencies as teachers? (This should be as specific as possible.)
  - What is the plan for evaluative peer observation? (This should be in accordance with the College's Peer Observation Policy.)
  - What are faculty development needs (mentoring, pedagogical workshops, course development, etc.) related to teaching? What resources are needed to meet these needs? What is the plan for obtaining these resources?

- Scholarship/Creative Work
  - What are the faculty member's scholarship/creative work goals for this period? (These goals should be reasonable, attainable, and help move the candidate toward successful reappointment, tenure and/or promotion.)
  - What conferences or other professional development opportunities will the faculty member engage?
  - Will the faculty member seek internal or external funding to support scholarship/creative work? What is the plan to apply for these funds?
  - What sorts of support/mentoring (both internal/external to the institution) does the faculty member need to help realize these goals? What is the plan to obtain this support?

- Service
  - When does the faculty member plan to complete their governance cycle? When does this service best fit with the other components of the plan?
  - What sorts of service complements the faculty member's teaching and scholarship/creative work goals?
  - What leadership opportunities exist and what leadership aspirations do the faculty member have? If applicable, what kind of leadership training would be useful to the faculty member to help meet these goals?

PEER OBSERVATION POLICY PROPOSAL

Rationale:

There are two goals of peer observations: developmental (intended to provide feedback for ongoing improvement, enhanced effectiveness, and innovation in classroom instruction) and evaluative (observations made for the purpose of personnel decisions). Developmental peer observation should be conducted in the context of a collaborative and trusting professional relationship with the outcomes of such observations meant for professional development only. While each form of observation complements one another, developmental observation is ongoing, and evaluative assessment occurs during specific windows during the reappointment, tenure, and promotion processes.

Skidmore College faculty have a wide variety of skill levels and approaches to the craft of teaching. Therefore, an individualized approach to developmental peer observation to best meet the needs of individual faculty is warranted. While all faculty can gain from regular feedback about their teaching, pre-tenure and newer non-tenure track faculty could potentially benefit the most from a structured plan of developmental peer observation.

In consultation with their CPDs, faculty should propose a developmental peer observation strategy that best meets their needs (could be part of the FSP). Depending on what faculty may want to learn about their teaching, developmental peer observers can come from the faculty member's home department (content-related issues) or outside of the department (process-related issues). To help observers provide the highest quality feedback, training is necessary and should be provided by the College.

Regardless of the purpose of the observation (developmental or evaluative), all peer observations should include a pre- and post-observation discussion between the teacher and the observer. The pre-observation discussion can provide the opportunity to discuss the content of the sessions to be visited in the broader course context, any specific feedback needs, and any other issues that can set the stage for a productive observation. Observers should be given a syllabus and access to course materials well before the observed session. If possible, at least two contiguous class sessions should be observed to provide the most comprehensive data. During the observation, it can be productive to use a tool or rubric to help focus and guide the observations. The data collected using the tool/rubric would then be the focus of the post-observation discussion. During this post-observation discussion, the faculty member who was observed would take notes and then write a reflection on the observation that summarizes the discussion and includes a plan to incorporate the relevant feedback into their ongoing teaching.

In order to provide the resources to implement this holistic approach to peer observation, it will be necessary to train a group of faculty who could conduct developmental observations and be called upon to provide this support to colleagues in different departments. By our calculations, a cohort of 3-5 faculty members in each disciplinary division would be sufficient. The group of trained observers who would visit colleagues' classes in other departments would be compensated. In addition, partnered/reciprocal developmental peer observations (two faculty agree to visit each other's courses) either intra- or inter-departmental is a model can also be an option to consider that would provide reciprocal partnership for developmental observation purposes. Finally, department chairs and program directors should also be trained in peer observation methods. They are uniquely responsible for evaluative observations.

Some colleagues have expressed an inability to separate developmental from evaluative feedback if the candidate is in the same department. If this is the case, developmental peer observations should be conducted solely by faculty outside of the department. If a department feels it is necessary for all faculty in the department/program who are eligible to participate in the personnel process, the department could consider videotaping class sessions (capturing both professor and student contributions) that could be viewed by all faculty in the department. Ultimately, who conducts the developmental peer observations should be under the control of the candidate, so if the candidate and an observer from the same department agree to engage in such a process, that is up to the candidate.

***Policy Proposal*:**

Pre-tenure faculty and AIRs and WIRs in their first six years:

- At a minimum, at least one evaluative observation process (i.e. pre-meeting, at least two sequential class visits, post-meeting, candidate write-up) should be conducted by the department chair and/or program director during the fall semester of the year prior to reappointment, and either during the fall or spring semesters of the year prior to tenure. No more than three evaluative observation processes should be conducted in the year before reappointment or the year before tenure.
- If the candidate is contractually obligated to teach in two or more departments/ programs, the candidate should consult with the department chair(s) and/or program director(s) to develop a plan to meet the minimum and maximum number of observations, and if mutually agreed upon, a plan to engage in more evaluative observations depending on the professional development needs of the candidate and desires of the department(s) or program(s).
- These guidelines are suggested minimums and maximums, and an increase in a number of evaluative observations should not be seen as an indicator or poor teaching performance. It is possible that more observations are necessary to better inform the letters that must be written at 3rd year reappointment and tenure. The key is for each department to agree upon policies that are reasonable and appropriate.
- At a minimum, at least two developmental peer observation processes (can be inter- intra-departmental or paired) should occur before reappointment and one developmental process post-reappointment and prior to tenure. These guidelines are suggested minimums only, and faculty are encouraged to engage in more developmental peer observations to promote innovation and high quality teaching. The timing and number of developmental observations will be included in candidate's FSP.

Full-time non-tenure track faculty in their first 6 years at Skidmore (includes Lecturers, Visiting Assistant/Associate Professors, Instructors, and Teaching Professors):

- At least one evaluative observation process should occur at least a semester before an additional contract (or renewal) is awarded. No more than three evaluative observations should occur in that period.
- If the contract period is two years or more, at least one developmental peer observation process should occur sometime during the contract period and ideally prior to the evaluative observation. Full-time non-tenure track faculty will develop a plan for observations in consultation with the department chair(s) and/or program director(s).

Post-tenure faculty, full-time non-tenure track faculty in positions longer than 6 years, and part-time faculty:

- Full-time non-tenure track faculty who have been in their positions longer than six years and have never been formally observed should engage in at least one evaluative observation process before a new contract or renewal is issued. If the new contract period is two years or more, at least one developmental peer observation process should occur sometime during the contract period and ideally prior to the evaluative observation. No more than three evaluative observations should occur in a similar period. Full-time non-tenure track faculty will develop a plan for observations in consultation with the department chair(s) and/or program director(s).
- All full- and part-time faculty are encouraged to participate in developmental peer observation and can develop a plan with their department chair(s) and/or program directors.
- Associate Professors considering promotion should engage in at least one evaluative observation process and one or more developmental peer observation process prior to submitting their materials for promotion. Post-tenure faculty should engage in at least one developmental observation every six years. All faculty are encouraged to develop an FSP and incorporate observations into a holistic professional development plan.

APPENDIX C – GUIDELINES FOR ASSEMBLING BINDERS

GUIDELINES ON ASSEMBLING MATERIALS FOR TENURE

Prepared by the Dean of the Faculty's Office Spring 2016

This document is not a policy statement that has been endorsed by the faculty at Skidmore College nor has it been officially endorsed by Committee on Appointments, Promotion, and Tenure. It is a set of guidelines that has been developed by the Dean of the Faculty's Office that summarizes written and unwritten conventions regarding the assembling of one's materials for tenure in order to provide increased clarity regarding expectations. While the document has not been officially endorsed by CAPT, it was vetted by the committee during spring of 2016, and their feedback has been incorporated.

The materials you present and the manner in which they are assembled conveys your professional narrative to various campus constituencies at the point of tenure. These constituencies include your department(s) or program, the members of CAPT, the office of the Dean of the Faculty, and the President. While your department or program colleagues will likely be familiar with your discipline (although not always), CAPT is comprised of colleagues outside of your department or program, so keeping all of these audiences in mind while assembling your materials is important. While this document provides guidelines for assembling your materials, the narrative you present is yours, and therefore, you are the ultimate authority as to how your documents are presented. Typically, materials are presented to demonstrate accomplishments related to teaching effectiveness, professional accomplishment (i.e. scholarship and/or creative work), and service. Please consult the Faculty Handbook (FHB) for elaboration on criteria for tenure for each of these categories.

Assembling Materials to Demonstrate Teaching Effectiveness

Evaluation of teaching effectiveness at Skidmore takes into account the following four features of successful teaching: motivation and mentoring, expertise, course design and delivery, and fostering student learning. Informed judgment about a colleague's teaching should be based on evidence relating to the preceding features of successful teaching that takes into consideration the arc of a candidate's career and development, and work done at the various levels of the curriculum. Such evidence can include reviews of syllabi, student work products, peer observations, discussions of one's pedagogy through a pedagogical statement, and qualitative and quantitative student evaluations. This does not exhaust the ways in which effective teaching can be demonstrated, and candidates may wish to present other evidence.

For candidates on a shortened tenure clock, inclusion of evidence from your previous institution(s) regarding teaching effectiveness is needed to demonstrate the quality of your teaching performance over time with the understanding that there will be an emphasis on the quality of teaching that was accomplished at Skidmore. It is helpful to include a brief narrative that explains how to read outside evaluations either as part of or separate from your pedagogical statement.

The follow provides suggestions as to how to assemble evidence of teaching effectiveness.

- **Teaching/pedagogical statement**: A summary teaching statement can be presented that discusses your overall pedagogical approach and explains any issues in your teaching record that may need clarification; for example, pedagogical innovations; unique contributions to one's department/program, all-college curriculum, or the College's strategic priorities; reasons for inconsistencies in student teaching evaluations, etc. While there is no suggested length for these statements, clarity and brevity are appreciated by those who read your materials.

- **Summary table**: A table that presents a listing of courses by semester in which they were taught; enrollment and course caps in those courses (for example, 23/29); the three summary numbers from student quantitative evaluations that address the course overall (item 2.1), instructor effectiveness overall (item 4.1) and learning overall (item 5.1); and any course releases and their rationale.
- **Presentation of information on specific courses**: For each course taught, include student evaluations (both quantitative and qualitative – these are required by the Faculty Handbook) in chronological order starting from the earliest course iteration; syllabus for the course (if the syllabus has changed considerably over iterations, you may want to include previous syllabus iterations, or a statement as to how and why the course has evolved and only include the most recent syllabus); other evidence which may include selected assignments, exams, examples of student work, outlines of innovative class presentations, or other relevant evidence. Presenting evidence of teaching effectiveness grouped by courses helps to give readers a sense of how specific courses evolve over time, and allows you to present other evidence (student work, assignments, etc.) in a manner that best complements the totality of student evaluations for that specific course.

Assembling Materials to Demonstrate Scholarship and Professional Accomplishment

Skidmore expects its faculty to cultivate, over the course of their careers, the scholarly or artistic maturity sufficient to define problems and issues in their areas of expertise, which they then engage in their work. Scholarship invites the critical scrutiny of peers. Similarly, recitals, performance, and exhibitions provide faculty in the performing and visual arts the opportunity to demonstrate their creativity and are equivalent to scholarly publications and research in other disciplines. Scholarly achievement includes but is not limited to peer-reviewed books, monographs, and articles; exhibitions; peer-reviewed, external research grant proposals; conference presentations and invited lectures; and unpublished manuscripts, drafts, and works in progress.

The follow provides suggestions as to how to assemble evidence of scholarship and professional accomplishment:

- **Copies of Annual Reports:** This is required by the FHB.
- **Copy of Curriculum Vitae:** This is required by the FHB.
- **Research/scholarship/artistic statement**: It can be helpful to include a statement that educates readers about your professional accomplishments in the context of your discipline. Remember that many readers of your file are from outside of your discipline, and this statement is critical in helping those individuals understand disciplinary norms and how your work conforms to or might converge from those conventions. What are the broad questions your work addresses? What methods do you utilize to interrogate these questions? What are your major findings or accomplishments? How does your record demonstrate a trajectory in which your work both advances the discipline and builds upon itself in increasingly sophisticated ways? Are there any issues related to infrastructure, facilities, and/or equipment that may have impacted your work? How do you see your professional work in the future? As with your pedagogical statement, there is no required length, but statements that are too lengthy can be hard to follow and readers may lose sight of the most important points. Strive for clarity and brevity.
- **External letters**: Typically, candidates request 3-4 external letters from scholars and/or artists that can speak to the following: publishing or exhibition conventions in the discipline (e.g. co-authorship, productivity rates), the quality of the candidate’s work and dissemination outlets, the

position of the candidate's work in the broader disciplinary context, and the candidate's promise in making important, meaningful contributions to the discipline in the future. It is important that you follow your department or program's personnel policies regarding external letters as this process may vary. The quality of the external letters is of the utmost importance, and a document that educates your letter writers about these expectations is available to you and will be sent to your letter writers by CAPT. We encourage you to choose expert reviewers who have the knowledge base and vantage point to critically evaluate your work fairly and objectively. While this does not preclude you from choosing reviewers that you know, please select a range of letter writers that have the expertise, stature in the field, knowledge of your research, and/or familiarity with the liberal arts setting so that the most effective letter possible can be written.

- **Copies of scholarship/record of artistic accomplishment**: Include copies of scholarship or evidence of artistic accomplishment completed during the time frame under review (that may vary depending on the case). The College is interested in understanding the trajectory of your work and your promise for continued productivity while being specifically interested in what you have or will accomplish while being affiliated with Skidmore. Therefore, depending on the context of your candidacy (e.g. shortened tenure clock), you may wish to include work that was completed previous to the review period.

Assembling Materials to Demonstrate Service

Service presupposes a sense of responsible citizenship, or collegiality, and is essential at our institution. The broad categories that follow encompass the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service. Faculty members are not expected to perform active service in all of these categories in any one review period or even across an entire career. However, they are expected to demonstrate that they are effectively performing their fair share of this important faculty work. These categories include: service to students, service to departments or academic programs, service to the college, and service to the academic profession.

Service is weighted differently depending on where you are in your career arc at Skidmore. For faculty who are pre-tenure, their service is expected to be relatively modest (the FHB states a proportion of 10%) whereas Associate and Full Professors are expected to make increasing and substantive contributions to the college.

The following provides suggestions as to how to assemble evidence of service:

- **Service statement**: A statement that briefly describes your orientation toward service, your activities and accomplishments, and your plans for serving the college in the future may be included.
- **Internal letters**: Typically, candidates request 2-3 letters from colleagues outside the department but internal to the College to discuss your service contributions to the college. These letters may address other categories as well (teaching and/or professional accomplishments) but they do not have to include all three areas.
- **Other letters**: If you are on a shortened tenure clock, it can be helpful to request letters from one or two colleagues at your previous institution to discuss your service contributions and promise for continued citizenship.

SHORTENED TENURE CLOCK

For candidates who are standing for tenure on a shortened time frame, it is important that you demonstrate a trajectory of high-quality teaching, engaged and maturing scholarship, and commitment to service. It is advisable to seek guidance from the DOF Office, the Chair of CAPT, and other knowledgeable colleagues regarding the presentation of your file.

YOU ARE RESPONSIBLE FOR PRESENTING YOUR OWN NARRATIVE

The previous sections have described the conventions for assembling materials for tenure. They are merely guidelines based on tradition and dictates of the FHB, and you will be well served to seek additional mentoring and guidance from members of your department or program, colleagues outside of your department, and the office of the Dean of the Faculty. As the person assembling the materials, you present your file in the way that best represents your work. Ultimately, it is a testament to your professional credentials in the context of your discipline, and is the best proxy for your work when it clearly illuminates your accomplishments as a teacher, scholar, and citizen situated the liberal arts at Skidmore College.

APPENDIX D - Procedures for Creation and Maintenance of Faculty Academic Portfolios

Beginning the academic year 2017-2018, tenure track faculty and others appointed in ranks evaluated according to the same principles and procedures described in the Faculty Handbook, will be provided a Blackboard site for the building of an academic portfolio for reappointment and/or tenure review. First year faculty will be informed of this at their first meeting regarding the Committee on Appointments, Promotion, and Tenure (CAPT).

Years One and Two:

- When a Department/Program member needs access to the candidate's file for review in years one and two, the Chair/Program Director notifies the Dean's office with a list of who is eligible to view the file and the access dates.

Third Year Review Process:

- The academic portfolio will be available by the second semester of teaching so that the candidate can begin adding to their portfolio as soon as they wish.
- When the candidate is approaching their third year review their academic department chair will provide them with a deadline for submission of their materials.
- The academic department chair will provide administrative staff in the Office of the Dean of Faculty with a list of reviewers who should be given access to the candidates' portfolio.
- The Office of the Dean of Faculty will grant access to the reviewers, and suspend access for the candidate until the review process has been completed.
- Although these portfolios will reside indefinitely on Blackboard, each summer Academic Technologies will make an archive copy to be stored on Datastor.
- When the third year review process is concluded, the candidate's access will be restored.

Promotion and Tenure Review Process (CAPT):

- When the candidate is approaching tenure or promotion review, their academic department chair and the chair of CAPT will provide them with a deadline for submission of their materials.
- The academic department chair will provide Academic Technologies with this same deadline, and a list of reviewers who should be given access to the candidates' portfolio.
- On the date of the deadline, Academic Technologies will suspend the candidates' access to the portfolio, and reviewers submitted by the department chair will be provided access. Access will cease—per the CAPT Calendar dates--for all reviewers, with the exception of CAPT members, the VPAA/DOF and ADOF.
- Although these portfolios will reside indefinitely on Blackboard, when candidate access is suspended, Academic Technologies will make an archive copy to be stored on Datastor.
- When the review process is concluded, the candidate's access will be restored.