

DATE: Draft: 6/14/00; revised 10/10/00, 12/18/00, 8/4/02

CLASSROOM PROTOCOLS: NOTES FOR SKIDMORE FACULTY

I. Background: These reflections are based on the successful and frustrated classroom practices that Skidmore faculty have shared with their faculty and administrative colleagues over the years, and by our collective experience with a wide range of student “academic behavior patterns” at Skidmore, both productive and troubling patterns. The “protocols” were first drafted by the Dean of Studies for use in new faculty orientation, then reviewed and modified by the CEPP Subcommittee on Academic Standards and Expectations for the further consideration of CEPP. In the spring of 2002, CEPP gave us permission to distribute “Classroom Protocols” to all faculty for their consideration and feedback. The protocols now presented to you have also been influenced by the increasing interest among student leaders to improve the tone and tenor of academic life at Skidmore, to encourage all students to honor the expectations embraced both by the faculty and by committed students.

The recommendations are clearly suggestions and nothing more. Individual faculty will and must make their own decisions regarding classroom goals and protocols. We hope that nothing in these suggestions will be construed as contrary to Skidmore’s vigorous support of the faculty’s intellectual and pedagogical freedoms. We also recognize that different disciplines or departments may have their own teaching “culture,” so to speak, and that each faculty member develops his or her own teaching goals and implements them in ways commensurate with his or her own philosophy, pedagogical goals, and personality. There simply is no general formula of teaching success that can guide all faculty.

That’s the spirit in which we put forward these suggestions for faculty to consider. The notes offered here purposely say very little about the content of classroom material or about specific pedagogies; rather, the focus is on general academic structures and expectations that confirm what many Skidmore faculty already do successfully and may help other faculty achieve a better outcome both for our many committed students and with some of the more frustrating or distracting patterns of student classroom behavior.

II. The faculty and student relationship: Skidmore faculty routinely report that the very large majority of their interactions with students are productive and rewarding, just what the faculty hoped for when they decided on professional lives in higher education. Similarly, in their course evaluations, in advising sessions, and in the formal surveys that we conduct each year, the very large majority of students speak highly indeed of the faculty’s expertise, creative pedagogy, engagement with students in the learning process, and commitment to fairness in evaluating students.

At the same time, faculty also tell colleagues about student situations that are not so rewarding and that frustrate faculty efforts to ameliorate the problem or, at least, that absorb inordinate amounts of faculty time and attention. It is in this area especially that the notes on what we have called “classroom protocols” may be useful. One never wants, we believe, to create classroom policies and practices that focus primarily on those few students who might, through ignorance or intent, abuse what is generally an excellent teaching relationship. Instead, the policies should be relatively transparent to the many motivated students who do their work without prodding, attend classes regularly, complete assignments on time, and in general bring an eager intelligence to our shared educational enterprise. Within this broad and positive context, the classroom policies should help the less motivated or undisciplined student stay on track and achieve his or her best—and without undue “policing” from the faculty.

Things to keep in mind about students:

1) They tell us over and over, as beginning first-year students, that they expect college to be much more challenging than high school, and they expect (in their terms) long academic work hours. They also expect their peers to be seriously involved, both inside and outside the classroom, in academic work and discussions.

2) They also frequently tell us, by the end of the freshman year or even earlier, that the challenges turned out not to be so very different from high school, that “getting by” with reasonably good grades is easy at Skidmore, and that they are disappointed in many of their peers’ intellectual commitments. Some students point out such disparities with a degree of disappointment, some with a sense of relief, some with a mixture of these emotions—and some pack their bags and transfer to another college.

3) Faculty sometimes feel that the students’ expressed disappointment in the tenor of Skidmore’s academic environment is a contradictory affair: the students seem both to desire a more invigorating academic community and at the same time make it hard for faculty to “hold the line” with respect to classroom expectations. The aspect of student culture which enjoys a “comfortable” and “non-competitive” academic atmosphere seems at odds with a call for increased challenge and rigor.

4) Nearly all of our students are of traditional college age, 17-22 years. They are merely seventeen or eighteen years old when they come to us. It should be no surprise that the students often do not behave like adults intellectually or personally:

- that their seeming social sophistication (stemming in part from the socio-economic background from which most of our students have emerged) sometimes masks fairly typical youthful uncertainties;
- that they often do not know just what they want to do with their lives now or in the world after graduating from Skidmore;
- that their energy and commitment wax and wane over the course of the semester;

- that events and opportunities in their personal lives are extremely “distracting” (or in their view are sometimes more important than anything else);
- that they sometimes over-generalize from limited experience (or, in our view, draw completely unfounded conclusions);
- that they can easily perceive faculty treatment of them or assessment of their work as based on liking or not liking them as people;
- that they sometimes do not take “in stride” what we regard as ordinary life events and issues, but instead respond to them in a comparatively dramatic fashion;
- that they sometimes experience genuinely serious emotional problems and crises of identity, or disruptions in familial or romantic relationships.
- that many of our students have ample familiarity with alcohol and pot, and such behaviors as binge drinking (as the recent CORE survey made dramatically clear to us), and that the effects of this on student academic focus and commitment are a serious topic for all of us to explore.

The list could go on, of course. In recent years the members of the Student Affairs Staff have focussed many discussions on what they call the students’ “emerging adulthood”—the students’ liminality, if you will, as they move across various thresholds in their intellectual and personal development. Student Affairs has also noted that the development is seldom in a straight line or self-consistent; instead, college students develop at different rates in multiple personal and intellectual contexts, sometimes seeming more “adult” in their decisions and behavior and sometimes employing strategies that may have worked in an earlier stage of development but that are unproductive in the current context. (Student Affairs also recognizes the inadequacy of such terms as “adulthood” and “maturity” in describing developmental processes that stretch across a lifetime and are often age-specific and culture-specific.)

5) There are other issues, more academic than those listed above, and perhaps even more pervasive, that it may help faculty to keep in mind as they plan and conduct courses:

- college faculty were usually not typical undergraduate students: generally they started out with greater intellectual discipline and were much more committed to their studies; they liked school so much that they decided to stay there as professionals;
- the student classroom behavior patterns that we thought we could once take for granted (diligence, timeliness, taking notes, academic integrity, respect and civility, politeness, etc.) may now require an instructional activity to establish;

- the foundational skills that we thought we could once take for granted (coherent writing, critical reading and thinking, quantitative reasoning, research skills, etc.), now usually require instruction in nearly every classroom;
- the students' familiarity with key national or world events and issues can seldom be assumed by the faculty, any more than the students' sense of "history" may extend back more than 8-10 years, when they were around eight or ten years old; further, their pop-culture points of reference are almost never those even of the younger faculty, change with amazing rapidity, and are not uniform across various youth communities.

6) In light of the observations above, and seemingly despite many of them, Skidmore faculty are, or have the capacity to be, extraordinarily influential in the students' lives. Students themselves, as well as the literature on such topics, bring this powerful influence to our attention all the time. And with increasing frequency students are asking for more guidance from faculty and staff, more faculty involvement in their academic and co-curricular interests and development. The time is thus ripe for Skidmore faculty to shape and enhance the academic life of the College as it is experienced and influenced by students and to enhance the students' co-curricular lives as well.

III. Engaging students in the educational process: it probably goes without saying that the most essential means of getting the best from and for students is to develop strategies and structures that take their interests into account and engage them actively in shaping the learning experience. Many of the Skidmore pedagogy sessions in recent years, and many other faculty discussions, have been devoted to this topic. In fact, the effective Skidmore faculty member is probably both "guide on the side and sage on the stage." While there is clearly a broad spectrum of effective teaching approaches among our faculty, and an equally broad array of cognitive inclinations among the students, in general our students tend to respond well to the following:

- Courses that make clear just what is expected, and when: for example, learning goals (i.e., just what information, ideas, methodologies, modes of understanding, skills, and values the faculty member hopes the students will learn in the class), assignments and deadlines, grading criteria, and attendance policies.
- Courses that have a visible and coherent structure, direction, continuity, and a destination: in other words, courses in which the parts construct a larger picture, that make sense of things at critical points during the learning experience;
- Courses that provide regular and consistent feedback to let students know "how am I doing?"
- Courses that involve problem-solving, case studies, interdisciplinary approaches to the objects of study, glimpses of things yet-to-be-understood by the discipline, values discussions, and technological enhancements to pedagogy. At the same time

it is worth noting that current students are often less patient with unanswered questions, unresolved ironies, and intellectual conundrums than were students in the 1960s and 1970s, even though such things still need to play a part in their college education;

- Courses in which the content and methodologies relate to a larger curricular whole (for example, LS1 connections, other disciplinary areas, and connections to pre-requisite courses);
- Courses that, while not pandering to students' immediate interests, can find points of relationship to the world they live in;
- Courses that invite students to express their views. Here one faces the challenge of helping students distinguish "mere opinion" from informed, thoughtful perspectives, and allowing the evidence to shape one's ideas and conclusions;

IV. The course syllabus: every course must have a syllabus, according to the Middle States Association, and we must retain syllabi (generally in departmental collections) for a period of time. The syllabus serves many practical purposes, as suggested below, and it is also an important conceptual announcement of how the course offers an organized educational experience, and toward what ends.

There has been a lot of reference to syllabi in recent years as "contractual" in nature. In certain respects this is true, but faculty need also to preserve sufficient flexibility in the pace, content, and pedagogy of their courses in order to reshape the course as student interests and abilities suggest, as "hot topics" appear during the semester, as a particular approach seems not to be working well, as the faculty member gets a new idea for the course structure, and so on. The balance between fixed and definite versus evolving expectations, as reflected in a syllabus, is mostly a matter of common sense and good faith: students should be able to count on an organized and thorough treatment of the "advertised" course content, on consistent evaluation criteria that do not diminish their opportunities to succeed, on a clear rationale from the faculty member (and often with some class discussion) when the course makes a significant departure from the syllabus design, and on sufficient advance notice so that the student can make adjustments in his or her academic work schedule. If fair-minded practices of this sort are observed, both the students' desire to know what to expect and the faculty's need for a degree of flexibility, expert judgment, and spontaneity can be honored.

Course syllabi should generally attend to the following, and there are many formats in which this might occur:

- The title and basic content of the course
- The instructor's name, office location and office hours, and usually the office phone number and faculty e-mail address

- A presentation of learning outcomes—in other words, an unfolding of what the instructor hopes the students will learn in the course or be able to demonstrate at various points in the course (sets of information, skills and techniques, methodologies, epistemologies, etc.)
- The organizing principles and underlying assumptions of the course: for example what are the organizing concepts and themes, or what are the stages of skills or knowledge to be acquired?
- A list of assignments and other course expectations sufficiently detailed for the student to see how the organizing principles are actually realized in the course content (students, like other human beings, usually like to know why, or for what purpose, they are doing things)
- Deadlines for all assignments, and what consequences there will be if a student does not meet the deadline. It is also good to explain to students in a positive way why deadlines are important to the educational structure and philosophy of the course—it is easy for students to assume that organizing forms are merely arbitrary bureaucratic rules rather than heuristic structures.
- The criteria by which the students will be graded and evaluated (it is also a good practice to state the percentage weight that will be given to each assignment). Note that the faculty member needs to state his or her strongest expectations up front; one might later, in certain circumstances, want to moderate evaluative criteria, but one cannot legitimately raise the bar once the criteria have been set forth.

V. Student behavior patterns and the classroom: these comments focus more closely on various behavior patterns that may frustrate faculty and the motivated students in a classroom. With increasing frequency Skidmore students themselves have been expressing frustration with some of the class-related behavior patterns that both faculty and motivated students find distracting, demoralizing, and unfair to the many diligent students who want to give serious attention to their studies.

1) The tone and nature of faculty and student relationships: clearly there is a wide spectrum of how faculty and students define their interactions, and no single formula of formality, informality, partnership, or accessibility can describe what is effective for different personalities and different disciplinary cultures. The one recommendation that we have heard from faculty is for the teacher to *let the students know just how he or she hopes to interact with them*. If there once existed some degree of pre-defined relationship between college students and faculty, that has long since evaporated. We have found that many students are eager, or at least receptive, to having the faculty member let them know how to interact with them. Faculty can do some of this directly as the course begins, though the faculty member's consistent modeling of the expected relationship is probably most effective as a social signaling system. It may be that students need to be "taught," for example,

- how they should address the faculty member;
- where the faculty member falls along the spectrum of “expert,” “guide,” “educational partner,” or “friend”;
- to what extent the faculty member shapes and oversees the classroom experience or expects shaping input from the students;
- what degree of independent thinking and research the faculty member expects from students; how much special help the faculty member will or will not provide;
- to what extent, for what academic or personal purposes, and through what channels of communication the faculty member is available to the students.

This list could be extended through many other complexities of human relationships; there is no simple way of saying what works best and is most appropriate. Some number of the faculty have told us that their most effective balance combines a friendly desire to help students understand things coupled with clear messages about high expectations and objective and uniform standards of judgment. Further, faculty comment on the challenge of letting students know that the teacher’s liking or not liking the student has bearing on the teacher’s evaluation of them. In a similar vein, in research conducted at Skidmore, students have commented frequently on their desire to be treated fairly and equitably by the faculty. The main point of this section, however, is to stress the need for faculty to define for students what is expected of them in the student-teacher relationship.

2) Attendance, or being there: as with every topic of this sort, faculty hold a range of views on whether the students’ regular attendance is of particular importance. No faculty member wants to “police” student behavior on this level, and it is also tempting to regard students as adults who are only hurting themselves when they attend classes irregularly. Some disciplines, moreover, find it more reassuring than other disciplines to regard the evidence of exams, papers, and projects as sufficient proof that the student has mastered the course material or failed to do so. Faculty decisions about student attendance are complex and need, we believe, to consider such questions as the following:

- One has first to ask what constitutes “the course” one is teaching. If the course has something to do with what the faculty member says or presents in class, what questions students raise or ideas they propose in class, and in general the texture of interactions that often occur in the classroom, studio, and laboratory, then the students’ being there (to say nothing of their being informed participants) becomes an important threshold consideration.
- The type of college Skidmore claims to be also comes into play. Were we a correspondence school or a large university (not to equate the two), then the activities of submitting papers and projects and taking exams might represent sufficient measures that the student has completed the course and deserves credit

for it. Skidmore presents itself to the world, however, as a college that cares deeply about close faculty and student connections in the learning enterprise and about the richness of the students' classroom involvement with the faculty and fellow students.

- The issue of course credit provides another important point of focus: setting the course grade aside, under what circumstances is it meaningful for us to award the student's course experience and performance a certain number of credits toward the Skidmore degree?
- Faculty also wonder whether an attendance policy promotes or undercuts the student's emerging adulthood. The conclusion may be that students need to make their own "adult" choices. But one needs also to consider, we believe, that a threshold criterion for success in the adult world of jobs and professions is the need to show up every day and according to established hours. If part of our task is to prepare students with the perspectives and discipline that will help them succeed in the larger world, then perhaps we should present a model of classroom experience different from merely doing what one wants when one wants to.
- It may also be claimed that students who do not attend and participate in classes are only hurting themselves. According to the observations of more motivated students, however, and the perception of many faculty, the poor attendance of some students can drag down the morale of the academic experience for other students. Motivated students also sometimes feel that the poor attendance of some students is unfair, even if there may be grade penalties for poor attendance. In any case, a potentially good group dynamic can be impaired by the spotty attendance (and lack of preparation) of some number of students. Faculty have often voiced the same concerns because of the impact on their own morale, sometimes even feeling responsible for bringing the missing students up to speed later on.
- Many Skidmore faculty do in fact consider the students' attendance as important to the individual and collective course experience. It is common for faculty to give some weight in the grade to attendance or to "participation" in general. For example, it is common to see syllabi that dock the grade according to an explicit formula after the third, fourth, or fifth unexcused absence. Other faculty take a stance that is, in students' perception, less negotiable than this, in that the student is warned of impending failure after the third absence (or some other benchmark). One advantage of the precipice approach to attendance, in contrast to the sliding-scale of consequences, is that the definitive failure point is less likely to lead to negotiations and ambiguities among the students. Students who are already inclined toward irregular attendance tend to use the sliding scale of consequences to calculate how much they can "afford" to miss classes and still get by. Some number of faculty who have embraced a more clear-cut, less negotiable attendance policy find that, as a result, they seldom have to deal with the "policing" of attendance.

- Finally, even in the absence of a more stringent course attendance policy, faculty are expected to honor the minimal expectation outlined in the Faculty Handbook and echoed in the Faculty Advisor Handbook and the Student Academic Handbook: “any students who miss more than a third of the [class] sessions may expect to be barred from final examination. In such cases, the course grade will be recorded as *F*.”

3) Comings and goings: many faculty have expressed frustration with the late arrivals, early departures, and frequent bathroom breaks of some students—to say nothing of early departures for vacations and late returns after the break. The more focused students also regard these patterns as distracting and rude. These comings and goings constitute a disruption of the academic process of the classroom, but faculty sometimes feel awkward in addressing the problem. This is, we submit, another area in which faculty cannot take students’ behavioral assumptions for granted. If the comings and goings have been tolerated for a long time, some students simply don’t realize what effect these patterns have on their teachers and classmates and need to be initiated into more acceptable patterns. Some faculty have found fairly comfortable means of letting students know just what patterns are expected and why. If all faculty were to address these issues with students, we could probably eliminate most of the frustrations. Student Affairs has started incorporating such protocol issues in the September Orientation for new students.

4) Extended periods of absence: every semester some number of students (sometimes with parent involvement) request fairly long periods of time away from classes. This usually happens because of a physical or emotional illness and less often because of a planned event of importance to the family. Such requests have been of ongoing concern to the faculty and to the Dean of Studies Office. While each case needs to be considered on its own merits, and in relation to the specific courses in which the student is enrolled, here are a few of the Dean of Studies guidelines and practices:

- Very seldom do we find a family commitment that ought to take priority over the student’s commitment to his or her studies, and the faculty are encouraged to hold the line (tactfully but firmly) on such requests from students and parents.
- The faculty’s sympathy for a student’s illness needs always to be balanced against our primary commitment as an educational institution: that is, our chief priority is the integrity of the student’s course experience and the quality of the credits awarded toward his or her Skidmore degree. These balances have to be rehearsed carefully so that we make clear the educational philosophy informing our decisions while not seeming insensitive to student problems.
- Both our Counseling Center and Health Services can be of inestimable help to students in addressing issues of stress, emotional illness, and physical illness. As these offices have often said, the illness itself does not make the student less responsible for meeting academic and other commitments if the student chooses to remain enrolled in courses. Our counseling and medical professionals do not help make excuses for students, but rather help them with occasional and chronic

difficulties and discuss with students their health-related and academic responsibilities.

- Skidmore does not have an apparatus for “mini-leaves” of absence during the semester. In many cases a student facing prolonged illness should make a more serious decision and take a full semester’s leave (or perhaps greatly reduce the course schedule) rather than try to juggle health problems and academic commitments.
- As a rule of thumb, the Dean of Studies Office regards a medical absence of one week as supportable for most students in most disciplines; two weeks of absence move toward the outer edge; and three weeks may call for a tougher decision from the faculty and the student.

Each faculty member needs, of course, to come to her or his own conclusions with respect to the academic discipline and the student, but we urge faculty to take a firmer stance than is sometimes the case in responding to prolonged absences. The Dean of Studies Office often advises faculty and students on how best to manage prolonged absences; the office is pleased to help with this complicated topic.

5) Honoring the academic calendar: an ongoing concern of faculty and members of the academic and student affairs administration has been students who trim our thirty or so weeks of instruction and final exams. We send the strongest messages we can to students and their families about the necessity of our having the students’ full attention during the entire academic calendar. We encourage faculty not to be persuaded by the myriad reasons that some students (and too often their parents as well) provide for leaving early and returning late. The final exam schedule is especially a point of challenge. The Faculty Handbook makes clear that students must observe the times and places for their scheduled exams. The issues are: serious commitment to the full academic calendar (a big morale issue), fairness to all students (equality of convenience or inconvenience), and the integrity of the exam processes (nearly every year we have a cheating incident made possible by students’ taking the exams at different times). Faculty need to be very explicit about the exam schedule, exam integrity, what in general or specifically students will be expected to demonstrate on the exam, and how much time will be allowed for the final (if fewer than the usual three hours). Of course, faculty themselves need to honor the entire academic calendar if we are to expect the same from students.

6) Student participation and accountability: motivated and diligent Skidmore students, of whom there are many, want to be informed participants in shaping their own education and expect to be accountable for class preparation, work of high quality, timeliness, and regular attendance. With increasing frequency the students complain among themselves or to the faculty when they believe the less diligent students are not being held to the same standards. They feel it is unfair and demoralizing when this seems to be the case. In working over the years with many hundreds of students facing serious academic difficulties, the Dean of Studies Office has found that the dilatory or drift student is often more likely to succeed academically if he or she is

held accountable to classroom standards and expectations, whereas such students are very likely not to succeed if they are left to their own choices and rhythms. If we are interested in their academic survival and in promoting their emerging adulthood, it is useful to provide strong external academic and behavioral structures until the point at which the student internalizes such commitments. Our experience is that the vast majority of students in serious academic trouble, including those who flunk out of Skidmore, have plenty of nascent intellectual ability and may reward the faculty's extra educational efforts.

It is terribly important, of course, to help students feel involved in and responsible for the courses they are taking. This is undoubtedly the most important aspect of classroom "accountability." Faculty sometimes express frustration that some students repeatedly come unprepared to class and seem to feel no embarrassment in being an uninformed and uninvolved warm body. Motivated students often remark as well on anything that seems to constitute special treatment of students who are not meeting classroom responsibilities (this became especially clear in the recent Skidmore research in the "student cultures project"). Some of the suggestions made in sections II-V above pertain to students' responsible involvement in the learning process, and undoubtedly future pedagogy discussions will continue to explore this challenge. For the purposes of these notes, however, let's just affirm that faculty have the right to expect all Skidmore students to take full advantage of their academic opportunities and to meet the standards and expectations set forth by the faculty and modeled in their own lives as scholars and students.

7) Respect, civility, and politeness: the very large majority of Skidmore students act in a civil, respectful manner toward one another and toward the faculty. Students also usually understand that dialectical exchanges and disagreements in and outside the classroom are an important dimension of the life of the mind in a college environment. It can no longer be taken for granted, however, that all college students will act with respect and civility. Every member of our community, not least of all the faculty, has the right to expect civil discourse in the exchange of ideas and perspectives. Faculty are encouraged not to ignore or be intimidated by a student who does not observe an appropriate degree of respect (allowing, of course, for the disagreements and frustrations that all human beings experience and have the right to express). Faculty should confront such behavior, when possible addressing it outside the classroom but in a secure setting (for example, in one's office but with the knowledge of neighboring colleagues). If faculty need advice or help with a problematic student relationship, they are most welcome to consult with their department chairperson, or with the Dean of Studies, the Dean of Students, or the Dean for First-Year Students. These colleagues will be glad to offer strategies or even to meet along with the faculty member and the student if the faculty member so desires.

8) Disruptive or threatening student behavior: Skidmore is experiencing recently what seems to be increasing across the nation: a growing number of college students who act in an intimidating or threatening way toward their fellow students or toward the faculty, or whose behavior seriously disrupts the academic processes of the classroom. We do not know enough about this phenomenon to analyze its causes, but

we do need to prepare ourselves to respond effectively. Skidmore does not currently grant a faculty member the right to “dis-enroll” a student from a classroom, though certainly a faculty member should not simply ignore student behavior patterns that are seriously disruptive or threatening. If the behavior pattern is accompanied by the student’s failure to meet the academic expectations of the course (as defined in the syllabus), the faculty member does have the right to notify the student that he or she has in fact failed the course and to urge withdrawal from the course. At this point in our collective experience, we suggest that a faculty member facing such serious student behavior consult with the Dean of Studies or with a department chair. In the case of serious and persistent behavioral problems, the Dean of Student Affairs does have the authority to limit a student’s involvement in Skidmore academic, residential, and co-curricular life or temporarily to suspend a student.

VI. *Academic integrity, or the ethics of scholarship:* this is another of the areas in which today’s college students generally need instruction. One cannot assume that students will know about the different resources and discovery processes available to the different academic areas, how to use these resources with discrimination, how and when to move ahead with one’s own ideas, the rules of evidence and research, the usefulness and limits of collaborative learning projects, or the strict college protocols for acknowledging one’s debts to other students and scholars. These issues must become an integral part of classroom instruction, in many cases even at the 300-level, if we expect students to understand and honor our value system and to grow as scholars. Here are strategies to consider and the steps to take if you discover an integrity violation:

- Establish your integrity expectations clearly and positively as part of the intellectual process and content of each course. See the pamphlet “The Ethics of Scholarship” for suggestions (available on the Dean of Studies website).
- For help with suspected plagiarisms, consult the search engines and other materials gathered on the Scribner Library website:
<http://www.skidmore.edu/irc/library/infoservices/informationforfaculty/acadinteg.htm>
- If you believe you are facing a case of student academic dishonesty, consult the Skidmore definitions in the Faculty Advisor Handbook, gather the evidence carefully, and consult with Jon Ramsey or Tina Levith in the Dean of Studies Office.
- 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. (This advice stems from backlash problems we sometimes encounter when a faculty member becomes too personally and morally connected to the student’s integrity violation.) Keep a written record of your interactions with the student.

- If you decide to respond directly to the infraction, please work within the Skidmore integrity definitions and penalty guidelines. The most typical Skidmore faculty response to a plagiarized paper or to cheating on an exam is to fail the student on that academic exercise; however, more or less severe consequences may be warranted.
- Report all demonstrable academic integrity infractions, and your response, in writing to Jon Ramsey or Tina Levith in the Dean of Studies Office. (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 material in question and, for a plagiarism, a copy of the source or sources. Failure to report an infraction may help hide a recurrent pattern and also results in unequal justice.
- You may prefer to request an Integrity Board hearing. Consult with Jon Ramsey or Tina Levith on this option and the process. Note that a student who denies his or her guilt, or who believes the penalty imposed is too severe, may also request a formal hearing.
- If the reported infraction turns out to be a second offense, the Dean of Studies 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 “witnesses.” Note that easily 90% of reported infractions are single offenses and are resolved as the individual faculty member intended and without a hearing being requested or required.

VII. Grades and grading practices: this seems to be one of the most sensitive areas when we discuss academic standards and expectations. These notes will skirt the question of whether grades at Skidmore are “inflated” and, if so, what the causes of that phenomenon might be. Instead, here are a few practical suggestions about grades:

- As has been suggested in section IV regarding the course syllabus, one’s grading criteria need to be carefully indicated up front so that students know how they are going to be evaluated, including the relative values of the different course assignments. This practice not only responds to the common human desire to know how one is to be judged but also guards against debates (and CAFR complaints) later on.
- It is also useful to set forth the quality criteria to be used on the various assignments, whether revision and rewriting of assignments are acceptable, and the penalties for late or missing work (for example, does missing work count as a zero, or is it treated the same as an “F” for a submitted project of poor quality?).
- A few departments or programs (or at least faculty teaching in the same area of a department) have successfully joined forces in agreeing upon and announcing

grading standards. These agreements have strengthened the faculty's ability to award grades with greater consistency, with an enhanced sense of quality standards, and with improved objectivity. Discussions of this sort among faculty are to be encouraged.

- Some faculty have successfully implemented a policy that simply does not allow for any late work. If one makes this clear at the outset of the course, and explains why the course assignments move along according to a desirable intellectual pattern and developing skills, students will generally rule out the possibility of attempting to hand in late work. If the faculty member does hear a serious extenuating reason, he or she might decide to accept the one late assignment but then make clear to the student that any late work in the future will not be accepted. This unambiguous practice can actually reduce or eliminate the faculty member's "policing" of assignment deadlines.
- The grade of "Incomplete," according to long-standing Skidmore principle, is supposed to be used rarely and only for the student "who has diligently completed a substantial amount of the course work but who, because of serious and unforeseen academic, medical, or personal difficulties, has been unable to complete the work for the course" (Catalog, p. 54). Each semester the Committee on Academic Standing, during its biannual review of student academic records, expresses concern that some number of Incompletes depart from this practice because of misplaced sympathy on a faculty member's part. In other words, the student awarded the Incomplete has not been diligent, has not completed most of the course, and seems to have no serious extenuating circumstance. Sometimes, in fact, the student has hardly ever been involved in the course and still receives the opportunity to "complete" it. The CAS is concerned about the (eventual) awarding of credits and grades to students under these circumstances, and about the fairness to other students whose records are up for review with respect to minimal continuation standards.
- Legislation in the Faculty Handbook says that no grade, once it is turned in to the Registrar, may be changed, except for computational or clerical error. Faculty adopted these restrictions to be fair to all students (who meet various high-end or low-end standards according to GPA criteria), to ward off grade mongering requests, and to bring each term's complex faculty process of awarding 11,000 grades to closure. The Dean of Studies Office and the Committee on Academic Standing are very supportive of the strict limitation on grade changes. When the Dean of Studies Office receives grade complaints from students (usually about final grades), staff explain these principles to them. Sometimes the Dean of Studies staff also suggest cooperative ways in which the student can ask the faculty member how he or she arrived at the grade—not so that the grade can be changed but so that the student can learn something for improving work in the future.

VIII. Handling the student course evaluations: faculty continue to re-examine the structure and purposes of the student course evaluations. In the current system, each course must be evaluated both by the short form supplied by the Dean of the Faculty's Office and by whatever longer form the individual departments employ. Students are sometimes skeptical about the impact of their evaluations of faculty; they are also concerned that faculty may connect the student's name with his or her evaluation. It is a useful practice to let students know that the evaluations are important to the faculty as they assess their teaching efforts, and that the evaluations are a major piece of evidence in promotion and tenure processes. It is also useful to let students know exactly how the evaluations will be handled and to assure them that the faculty member will not be able to connect comments with individual students.

Many faculty administer the evaluations the last class day. A good alternative is to use the last 15-20 minutes of the final exam period for this purpose: at that point the students will have reflected upon the course in preparation for the exam, and all students will be present. Note that faculty being evaluated should never handle the short or long-form evaluations but should have them collected and returned to the department office by a member of the class or another appointed person. Faculty should never view the long-form evaluations until the student name has been removed and until after his or her grades have been submitted. It is also strongly advised that faculty leave the room when course evaluations are being administered. Students sometimes complain that the faculty member's presence adds an element of pressure to the process, making it seem less confidential.

IX. Office hours and advising: there is no Skidmore standard for the number of faculty office hours each week, though usually we mention 3-4 hours per week as a benchmark, with other hours by appointment. Faculty office hours, and the appointment procedure, do need to be posted each semester on office doors. It is also good practice for the faculty hours to be known to the Department office.

It might be a useful conversation for faculty to determine how many office hours seem appropriate as a Skidmore standard. Many faculty do in fact make themselves available to students well beyond 3-4 hours per week. It seems to us that 3-4 hours, as a commonly announced criterion, is on the low end for a college like Skidmore that is valued for the accessibility of its faculty. Again, this would be a useful college-wide conversation.

Current definitions of academic advising philosophy appear in the opening pages of the Faculty Advisor Handbook. The Dean of Studies Office has recently been conducting conversations with faculty about the quality and status of advising at Skidmore. We need to determine the most compelling means of bringing students and faculty together for advising; just how advising enriches the students' academic and personal experience (according to student as well as faculty perspectives); where advising fits into faculty workloads; what credit and recognition faculty might achieve for good advising; how we might assess the quality of advising and improve its effectiveness; and how we will integrate the new Oracle information system with advising and registration processes.

For the purposes of these notes it is sufficient to say that we treat advising as a significant part of our teaching mission, not as a mechanical process or as the advisor's giving or withholding of permission. As the Faculty Advisor Handbook states, "Advising is analogous to the teaching process: an activity of clarification, an effort to help students make conscious, informed choices amidst a profusion of intellectual and personal opportunities." Faculty advisors often provide specific information and broader contexts, often suggest questions or options to be explored, and direct students to the resources they might need; however, students themselves remain centrally responsible for their academic choices.

Advising is a significant educational responsibility of all full-time Skidmore faculty. In most cases, faculty who have just joined the institution are not assigned advisees, though they may be asked to advise during their second year of teaching. The Dean of Studies Office works with department and program chairs to make advising assignments for new, incoming students. Whenever possible, the connection is made through a course taught by the advisor and/or the student's anticipated major. Students remain responsible for officially requesting a change of advisor (especially at the time for declaring a major), though the Dean of Studies Office and the department chairs are glad to guide the selection. The Dean of Studies Office coordinates the faculty advising system, informs its practices, offers workshops to improve advising quality both on an informational and philosophical level, and provides back-up for the more complex issues related to advising. The Office of the Registrar also works on many academic advising issues with the students, the faculty, and the Dean of Studies Office.

X. Students experiencing academic problems: Skidmore's faculty are noted for offering to help students in their classes who want to work more successfully. That's the premiere "academic support service" of the College. In their teaching and advising roles, faculty are also urged to become familiar with such formal support services as the Writing Center, the Foreign Language Resources Center, the MCS Computing Lab, the Peer Tutoring system (organized by the Dean of Studies Office), and the guidance available from the Disabilities Specialist (and the handbook for faculty, Advising and Teaching Students with Disabilities).

The Dean of Studies Office also counsels myriad students and faculty each year regarding a host of academic difficulties (and many options for the accomplished student as well). This office welcomes inquiries or suggestions from faculty on all matters affecting students' academic lives.

An important part of Skidmore's response to students in serious academic jeopardy is the system of **Unsatisfactory Work Notices**. The form for such reporting to the Dean of Studies Office and to the student's faculty advisor is on line at www.skidmore.edu/administration/dean-studies/forms/unsat.html. While the "Unsats" are not mandatory for faculty use, they are our only means of responding on several useful levels to students in jeopardy and our only way to know if students are floundering in more than one course. The Unsats. have many times proved an

effective means of getting the student's attention. The Dean of Studies Office has a carefully defined process for using the Unsat. Notices, depending on the student's class year (for example, usually more attention to first-year students than to seniors) and degree of jeopardy (for example, making a more concerted response to students who are already on academic probation).

XI. Students seeking a greater academic challenge: as in the case of students experiencing academic problems, individual faculty are the greatest resource for students eager for more sophisticated work, improved dialogues with other students, and special opportunities for research. Faculty have often worked with such students within the regular course structures or suggested that students consider courses offered through the Honors Forum, plan an independent project, engage in one of the interdisciplinary minors, meet motivated students through Honors Forum or Periclean Society events or other student cultural and academic organizations, participate in the annual Academic Festival, locate a stimulating internship or volunteer service project, or plan a course of study abroad. First-year students might be advised to consult with the Dean for First-Year Students, Anita Steigerwald, on a host of possibilities. The Dean of Studies Office is also pleased to guide motivated students toward a variety of options.

XII. Resources for faculty:

Department and program chairs and other faculty colleagues: a department or program chair is, among other things, responsible for the equality of instruction in his or her department and can often be an excellent resource, especially for newer members of the department or program. Chairs are experienced faculty, and they also tend to hear about a broad spectrum of faculty teaching strategies and student responses to the various teaching efforts. Individual colleagues can often serve a similar purpose. Some departments have in fact developed a coherent department culture that can help guide and support faculty within the discipline. We encourage all departments and programs to consider whether they can come to similar "cultural" agreements, and especially to help integrate new faculty into the more successful departmental expectations and processes.

The Office of the Dean of the Faculty: the DOF is vitally concerned with the effectiveness of teaching at Skidmore and provides many incentives (for example, orientation for new faculty, faculty development workshops, department-centered discussions, faculty grants, and pedagogy discussions). The Dean, Associate Dean, and Assistant to the Dean can help organize or contribute to discussions of every academic nature. The office also has on file a number of books and monographs that address teaching issues.

The Office of the Registrar and Institutional Research: the Registrar and staff can help inform many faculty discussions and inquiries with data, histories, and ideas. The office participates in the majority of curricular and other academic decisions made by the faculty and at the same time sees the results for individual students. The

Office also conducts major surveys that sample our students' academic and other expectations and experiences.

The Office of the Dean of Studies: the DOS also participates in many of the faculty's academic processes and committees and can offer help especially on academic policies, curricular goals, advising issues, the full range of academic opportunities and support services for students, academic problem or dispute resolution, interactions between faculty and parents, and *information on disabilities*. The office also works closely with myriad faculty and students on individual academic accomplishments and problems and can thus help guide faculty as they face similar situations.

The Office of International Programs: at least a third of our students complete part of their studies in a program abroad; still others pursue international course work at Skidmore. The "OIP" can help students and faculty explore international educational options in just about every part of the world in connection with every field of study.

The Dean of Student Affairs: the Dean of Students can marshal all of the academic and co-curricular resources of the Student Affairs Staff to help inform faculty discussions or respond to individual cases.

The Dean for First-Year Students: this office works especially with the personal transitions of first-year students to college life, with their developing intellectual and personal interests, and with leadership opportunities for all students. The Dean for First-Year Students can guide faculty on this wide range of opportunities and issues, and especially suggest how students can merge and mutually enhance their academic and co-curricular aspirations.

The Office of Career Services: among its many functions, Career Services provides students and faculty with explicit information on links between a college education and careers and professions, graduate school information, and a vast library of internship possibilities.

The Counseling Center: while staff in the Counseling Center must hold in confidence their counseling interactions with individual students, the staff can provide informed general advice to faculty who believe they are working with a student facing a temporary or chronic emotional difficulty. Staff can also give advice on making an effective referral to the Center.

Other resources: there are so many other resources at Skidmore to help faculty with academic and classroom-related issues, that the list could go on at great length. Among the many areas to be mentioned in this context are

The Writing Center
The Higher Education Opportunity Program
The Health Services Office
The Office of Residential Life
The Assistant to the Dean of Students for Multicultural Student Affairs

XIII. Concluding reflections: within the bounds of good sense and fairness, and within the frameworks that the faculty as a whole or the academic departments have formally embraced, individual Skidmore faculty are responsible for deciding just how to conduct their courses, what materials and perspectives to include, and what educational goals are to be achieved. The suggestions contained in this document cannot and should not infringe upon that extraordinarily important principle of academic freedom or upon the many case-by-case decisions that good teachers must make in relation to their students.

With that central principle in mind, we will add the hope that faculty will continue to discuss teaching priorities and strategies, and the challenges of enhancing and sustaining academic standards and expectations, in an effort to come to further areas of general agreement. Individual Skidmore faculty experience has already shown that right-minded classroom structures and protocols—that are philosophically grounded and carefully explained to students—actually lead to less, not more, faculty policing of students and imposing of penalties. Such structures can enable both faculty and students to set aside the administration of the “rules” and focus their full attention on the academic substance of the course. Further, the clusters of faculty who have come to agreements about certain classroom expectations have often found that their freedom to focus their undistracted energies on the very positive aspects of teaching has been enhanced. The more often the Skidmore faculty as a whole can agree upon strong and uniform expectations, the more they will boost the academic tone and tenor of the College. And the very large majority of our students, including some number of those who are currently under-achieving, will rise to the occasion

Skidmore College
 Dean of Studies
 August 2002