Skidmore College

Chair/Program Director Handbook

2025-2026

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RESPONSIBILITIES FOR THE OFFICE OF THE DEAN OF THE FACULTY AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

	Interim Dean of the Faculty and VPAA Natalie Taylor	**Associate Dean of the Faculty for Recruitment and Academic Personnel (Faculty Affairs) David Cohen**	**Associate Dean of the Faculty for Development, Research, and Infrastructure (Faculty Affairs) Oscar Perez Hernandez**	**Associate Dean of the Faculty for Academic Operations and Student Academic Affairs Corey Freeman-Gallant**
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*	Faculty candidate interviews; NTT faculty hiring and management; Enrollment monitoring; Immigration issues for faculty; Staff hires and PQ responsibilities; Annual summary of activities; Annual letters for faculty; NTT reappointments and promotions; Updates to CPDs Handbook; Academic Administrative Assistants group; External reviews; CPDs' appointment; Liaison with NTT union shop stewards; Department and program personnel policies and procedures; NTT grievances	Diversity & inclusion initiatives; Well-being initiatives; Faculty development initiatives; Consortium for Faculty Diversity; Title IX and anti-harassment/bias; Infrastructure (space and safety); Support for capital requests and start-up funds; Tenure cases; TT promotion cases; Third-year reviews; Coordinate tenure/promotions of department chairs (and serve as acting chair for the process if needed); Tenure and promotion support for TT faculty (e.g. mentoring); ATC & PC support (e.g. informational meetings, interface with ATC/PC, anti-bias training); Faculty fellowships; Research compliance (Research Integrity Officer, IRB, IACUC, Export Controls); Institutional point of contact for health and environmental safety matters (DEA, NYS DOH); Liaison with IT and LEDS	Student academic affairs including: student academic standing and review; disaggregated analysis of retention and achievement; student academic conduct; academic opportunities (credit bearing internships, SOF, T2P, See-B, national merit scholarships); grade appeals; disruptive students; Dean's List Honors; honors at Commencement and Honors Convocation; Academic policies and procedures; Curricular matters (resources, development); Articulation agreements; Enrollment management; Operating budgets and B-Funds (offices, departments, programs); Staff/faculty salaries and equity
Committees	ATC; PC; CEPP; IPPC; FEC	Retiree Initiative Planning Group; Athletic Council; Wellness Committee; NY6 Associate Dean Consortium; Working Group for Inclusive and Accessible Teaching and Learning; Labor/Management Committee	Bias Response Group; FDC; CIGU; ATC; PC; Space Planning Working Group; Advisory Council on Sexual and Gender-Based Misconduct; Inclusion Liaisons, College Fleet Vehicle Committee	CC; CAS; SAIG; CEPP (with DOF/VPAA); IPPC Subcommittee on Institutional Effectiveness; Enrollment Management Group; QR Committee; Emergency Response Group
Direct Reports	Associate Deans; Faculty Director of Assessment; Director of Institutional Research; College Librarian; Director of Special Programs and Summer Academic Programs; Director of the Tang; IT/ LEDS (dotted line); Director of Sustainability Programs/ Faculty Director of Sustainability; Department Chairs/Program Directors; Foundations/ Institutional Grants (dotted line); Zankel Managing Director; Director of Schupf Family IdeaLab	Director of Civic Engagement	Director of the Center for Leadership, Teaching, and Learning; Director of Sponsored Research; Director of Academic Safety; Director of Building Operations for the BTCIS and Associate Director of Environmental Health	Registrar; Director of the FYE; Director of Academic Advising; Director of OP; Director of OCSE; Student Academic Development Coordinator and Associate Director of the FYE for Orientation; Director of Writing Center

PART ONE ~ PERSONNEL

I. Faculty Recruitment

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

Faculty appointments are the most important resource the College possesses. Given that they represent long-term commitments, assigning lines judiciously is of the utmost importance. 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 curricular areas, react to developments in disciplines or enrollments, support interdisciplinary programs, deliver General Education requirements, etc. Doing so would mean that the College would have little flexibility in faculty staffing except to add new, tenure-track faculty lines as resources permit.

For this reason, it is imperative that both the College and each department have a strategic plan for the evolution of their curriculum over time. When requesting permission to search and/or hire a new faculty colleague, particularly on a non-tenure-track renewable or tenure-track line, Chairs and Program Directors must justify the hire in terms of the classes their new colleague will teach, why those classes cannot be taught by existing faculty, what is the current and projected future need for these classes, will these classes satisfy any General Education requirements, and how will the line serve both the College and department strategic plans.

A. Recruiting for Tenure Track and Renewable Faculty Lines

To ensure that all requests for new or replacement tenure-track or non-tenure-track renewable faculty lines receive equal consideration, each year in the fall semester, the Dean of the Faculty and Vice President for Academic Affairs (DOF/VPAA) will call for departments seeking to obtain a new line or to retain an existing line scheduled to become vacant due to retirement or resignation to submit a proposal as a faculty allocation request. The proposal should provide a full and well-articulated rationale and will be due by a deadline established by the DOF/VPAA. Allocation of lines will typically occur by the following spring semester in order for recruitment to begin in the early summer.

1. *Guidelines for Faculty Allocation Requests*

Departments are encouraged to develop proposals that address the relevant objectives in the Strategic Plan and that explain how the 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 interested in proposals 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. At the same time, the DOF/VPAA Office recognizes that departments may wish to submit proposals that focus on more specific disciplinary or programmatic needs. In all cases, proposals should provide the supporting rationale for a particular approach. Though enrollment projections and historical trends with respect to course enrollments and numbers of majors are not the sole criteria, they should be included in the justification for any allocation request, together with a description of the ways in which the new line will contribute to interdisciplinary programs and General Education requirements.

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.

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

- **a.** 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 General Education requirements.

- **b.** 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 General Education 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.

Requests for non-tenure-track renewable lines (e.g., teaching professors, artists- and writers-in-residence, and librarians) should focus on the curricular needs of the department, including exploration of new curricular areas. Each allocation request shall include a brief explanation of why one type of line (tenure-track or non-tenure-track renewable) is preferable. The DOF/VPAA is not bound by the type of line requested by the department.

The DOF/VPAA will issue a call for proposals and establish a deadline for submission. Departments will be notified in the spring semester as to whether they will receive permission to search for a position.

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, General Education requirements, etc.
- Records/projections of student enrollments, especially enrollments below 10 at all levels
- History of the number of majors
- Why the type of line requested (tenure-track or renewable) is preferable

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 of tenure-track and non-tenure-track faculty, tenure cases, or six- or seven-year reappointment of non-tenure-track faculty, justifications regarding the line's configuration need to be made and approved, according to the described criteria, by the DOF/VPAA.

2. *Guidelines for Conversion of a Line*

Departments or Programs may through the faculty allocation process propose that a line of one type (terminal, non-tenure-track renewable, or tenure-track) be converted to another type. The proposal should address all of the same areas set forth above as guidelines for a faculty allocation request and explain in context why the conversion better serves the needs of the College and of the Department or Program. Conversion of a non-tenure-track renewable line to a tenure-track line will result in a search as described below. Conversion of a terminal line to a non-tenure-track renewable line will result in the new position being offered to the faculty member occupying that line at the time of conversion, absent just cause. If that faculty member does not accept, or there is just cause not to offer them the position, or the line is vacant, the Department or Program will conduct a search as described below. Conversion of a tenure-track line to a non-tenure-track renewable line or of a non-tenure-track renewable line to a terminal line will not affect the employment or rank of the faculty member currently occupying that line at the time of conversion and will typically only be approved when the line is vacant.

3. *Guidelines for an Approved Search*

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

i. All searches for tenure-track and non-tenure-track renewable appointments are expected to generate an inclusive pool of candidates. 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. The Chair of the Search Committee and Associate Chair must participate in Inclusive Hiring programming.

ii. The size and composition of the Search Committee will depend on whether the line is departmentally based or across departments and/or programs. A typical search committee will have at least three members, plus an outside member.

iii. In the case of departmentally-based lines, the Chair of the Search Committee may be the Department Chair/Program Director or a senior member of the department/program.

- The Search Committee representation from within departments should include:
  - representation of diverse curricular 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. This individual should participate in all aspects of the search process.
- Representation from other departments or programs that will broaden the search process also may occur at various stages of the search (review of applications, search committee meetings, zoom interviews, on campus interviews, etc.).

iv. In the case of interdisciplinary lines, the Search Committee should include representation from all departments/programs involved. The units will collectively agree on a Chair of the Search Committee.

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

v. The charge to the Search Committee should be established by the C/PD 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 highly qualified and competitive 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

vi. 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
- Inclusions: roles, responsibilities, functions, expectations, and minimum qualifications (degree requirements, teaching experience, area of specialization, research interests and record, etc.) as well as qualities of an ideal candidate and any desired experiences that align with department and institutional priorities and goals
- Search Committee membership and roles
- A draft advertisement that
    - Is based on a template provided by the ADOF for Recruitment and Academic Personnel (Faculty Affairs) or the Associate Director for Employment, Compliance, and Workforce Diversity (ADEWD).
    - Is constructed to attract a diverse pool of applicants. The ADOF for Recruitment and Academic Personnel (Faculty Affairs) will review the Search Plan for compliance with College policy and applicable law. (For non-tenure-track positions, use the non-tenure-track advertising template in Appendix M).
    - Includes a salary range in both internal and external job postings and advertisements. Contact the ADOF for Recruitment and Academic Personnel (Faculty Affairs) for applicable salary range to include in postings.
- Proposed advertisement placements: target location, deadlines, length of placement
- Conference attendance plans, if applicable [see b. *Guidelines for Recruitment*]
- *Anticipated* start-up or scholarly support costs. [*Note that approval of the search plan does not constitute approval of the start-up figure, which will be negotiated at the point of hire and must be submitted as a capital budget request.*]
- A timeline including due dates for applications; plans for review of CVs and other materials (scholarship, teaching evaluations, etc.); conference dates, if applicable; target dates for on-campus interviews; target dates for reference checking; anticipated completion date of the search.
- Tentative plans for office/studio/lab space.

vii. Submit the Search Plan to the ADOF for Recruitment and Academic Personnel (Faculty Affairs) for approval and comment.

viii. Once the Search Plan is approved by the ADOF for Recruitment and Academic Personnel (Faculty Affairs), the C/PD will be notified via email with the ADEWD included in the message. The ADEWD must approve the advertisement before hiring activities may commence.

ix. C/PD submits a Job Requisition via Oracle Cloud (see Section G below).

x. C/PD consults with the ADOF for Recruitment and Academic Personnel (Faculty Affairs) about expenses or other issues associated with search participants.

b. *Guidelines for Recruitment/ Recruiting an Inclusive Candidate Pool*

i. In order to attract a large and diverse pool of candidates, the C/PD is encouraged to target key graduate programs, professional publications, web sites, list serves, and print media. The C/PD 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 qualified candidates.

ii. Search Committees should conduct first-round interviews by telephone or zoom to enable equal access, and a reasonably consistent interview process. If phone or zoom interviews are used, do not record the interviews.

iii. Most searches will not include interviewing at a professional conference. Committees seeking to interview candidates at professional conferences will need to request advance permission from the DOF/VPAA and will be expected to provide a strong rationale. If the Search Committee receives advance approval, then the Search Plan should include an estimated budget for conference attendance. Generally, no more than two faculty should plan to attend departmental association recruiting conferences to recruit for one position, with a maximum of three attending to search for two or more positions.

iv. The Department or Search Committee Chair must send the names of finalists to the ADOF for Recruitment and Academic Personnel (Faculty Affairs) before campus interviews may be arranged. This email must include the finalists' CV and the position description from the Search Plan. The DOF/VPAA, in consultation with the ADOF for Recruitment and Academic Personnel (Faculty Affairs), will review and approve the list of finalists. This review will be deferential to the Department or Search Committee and limited to whether the finalists could potentially fulfill the institutional purpose justifying the approval of the faculty allocation request.

v. For tenure-track or non-tenure-track renewable faculty searches, the number of candidates brought to campus is limited to three. A Department or Search Committee wishing to bring more than three candidates to campus must get permission from the DOF/VPAA before extending the invitation. Permission is unlikely to be given. The Department or Search Committee will need to make a strong case that their circumstance is extraordinary. Neither the overall strength or weakness of the candidate pool or the possibility of a failed search is sufficient reason for bringing additional candidates to campus.

c. *Campus Visits*

i. Campus visits should be scheduled after your list of finalists, their CVs, and your search plan have been submitted to and approved by the ADOF for Recruitment and Academic Personnel (Faculty Affairs).

ii. Campus visits should be no longer than necessary to accommodate the interview schedule. Visits may include any and all of the following: departmental seminars; teaching and/or research talks; meetings with students; meetings with faculty; a campus tour; and/or a community tour.

iii. All finalists for tenure-track or non-tenure-track renewable positions must meet separately with the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs), or designee, during their on-campus interview. Each meeting will be half an hour and will be scheduled back to back. The Search Committee Chair should reserve meeting times with the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) as early as possible in the search, and in any event prior, to finalizing the on-campus visits. Meeting times can be reserved by contacting Nora Graubard (noragraubard@skidmore.edu) in the DOF/VPAA Office. It is recommended that five tentative slots for three candidates be reserved. The earlier you reach out to Nora, the more flexibility she will have.

iv. It is essential that the candidates feel welcome and comfortable while on campus. Please allow sufficient break times and be sure that candidates are provided in advance with schedules, names of interviewers, maps, locations of rest rooms, and other necessary information. A colleague, staff member, or student must escort the candidate to and from all meetings.

v. Campus visits are subject to the College's the Travel and Entertainment Guidelines with respect to the recruiting process: https://www.skidmore.edu/financial_services/accountspayable.php

d. *Expense Guidelines*

Travel:
Air travel is appropriate for trips beyond a 200-mile radius from campus. Train transportation is encouraged when cost effective, especially from 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, and public transportation expenses, including bus, subway, and taxi, are generally reimbursable (original receipts need to be provided). When possible, 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. At the conclusion of their visit, the candidate should email their list of detailed expenditures along with relevant itemized receipts to the department/program administrative assistant. That person will arrange for a timely reimbursement via the Oracle Payables process.

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/taxi or rent a car to conclude their trip to Skidmore, using whichever method is most cost effective. The cost will be reimbursed to the constituent when applicable.

Local Lodging:
Departments will need to contact Financial 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 reimbursed.

Meals:
When a candidate is visiting campus, no more than three faculty should lunch and/or dine off-campus with each candidate; consider eating in the dining hall using meal tickets. (Candidates may also meet for lunch in the dining hall with up to four students.) Department budgets may not be used to support additional attendees. For off-campus dining, please consider using area restaurants below, as they will bill the College directly:

Boca Bistro
384 Broadway - (518) 682-2800

Chianti II Ristorante
18 Division Street - (518) 580-0025

Forno Bistro
541 Broadway - (518) 581-2401

Olde Bryan Inn
123 Maple Avenue - (518) 587-2990

Note that Skidmore College Travel and Entertainment Guidelines apply. Restaurant must be notified AT TIME OF ORDER that bill is direct-bill for Skidmore College. One party must be responsible and CLEARLY sign bill, with department name included.

For all other restaurants not previously established with tax-exemption procedures, the responsible faculty member is encouraged to use a College-corporate credit card. It is critical to show the College's tax-exempt purchase certificate; sales tax reimbursement **will <u>not</u> 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.

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

<u>Miscellaneous Expenses:</u>
Department reimbursement for miscellaneous expenses for candidates, lecturers, and employee expenses must be submitted through the Oracle Payables or expenses process. All receipts should be itemized and clearly converted to U.S. dollars when applicable.

e. ***<u>Interview and Selection</u>***
Review legal and illegal questions cited below [D].

f. ***<u>Before Making an Offer</u>***

i. 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
- If necessary, ask the candidate for additional references beyond the list they provide

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

iii. Candidates should be informed that the appointment is contingent on a successful background check, following their acceptance of an offer of employment.

iv. The College is required to comply with federal regulations regarding the employment status of faculty members, and to that end, all faculty members must be legally authorized to work at Skidmore College. The College will support employment-based visa petitions (typically H-1B visa petitions) for qualifying international faculty who are offered ***tenure-track positions only***. Please note that it is illegal to ask candidates questions about citizenship or birthplace; however, it is legal to ask candidates if they have a legal right to work in the United States (see table of "Lawful and Unlawful Pre-Employment Inquiries" below).

g. ***<u>Skidmore Protocol/Guidelines for Making an Offer</u>***

i. Inform the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) of the successful candidate.

ii. The DOF/VPAA or the ADOF for Recruitment and Academic Personnel (Faculty Affairs) provides the C/PD with the terms of the offer, including the salary range, relocation support, and for tenure-track faculty, start-up funds; the C/PD conducts the negotiations and makes the offer. The timeline for confirmation of the offer by the candidate is determined by the C/PD but is generally 10 working days.

Once the candidate has accepted the offer, the C/PD should 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 to the C/PD electronically for review. Following approval, the contract letter will be sent to the candidate through the Oracle Cloud system, where the candidate will sign it electronically. Once the signed contract has been received, HR will initiate the background check.

iii. The amount of financial support for relocation is provided by the DOF/VPAA Office. This amount is paid in a lump sum in the candidate's first paycheck. No receipts from the candidate are required.

iv. The workload for tenure-line faculty is 18 faculty workload credits per year or an average of 36 workload credits over two years. Workload credits may not be banked. When faculty take a semester leave (e.g., sabbatical, directing seminar-length study abroad programs), the faculty member is expected to teach the bulk of their workload (e.g., 9-12 credits or three classes) in the semester of the academic year in which they are teaching on campus. New tenure-line faculty shall receive a course release in the first year to assist with acclimation to the College.

v. The C/PD should request start-up and scholarly support from the DOF/VPAA. That amount must be included in the department's Capital Budget request in the year of the search.

vi. If the candidate rejects the offer and you wish to offer the job to another finalist, you must begin the process again by notifying the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs). The terms of the offer to the next candidate might differ from the original terms.

h. ***Guidelines for Use of Start-Up Funds for New Tenure-Track Faculty***

Start-up research funding for new tenure-track faculty is allocated through the Capital Budget process. Such funding is generally 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
- upgrades to standard computer configurations
- 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 C/PD, a research plan for expending this support. It is important to note that these funds are part of the Capital Budget, and therefore, must 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 their 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 C/PD.

The processing of the start-up funds occurs under the supervision of the C/PD. When possible, the Department's administrative support person should work with the faculty member in securing the supplies and equipment using college systems. This ensures a rapid turn-around on orders by having expenses directly charged to the Department's budget. The Department's administrative support person will be given access to the start-up account number, and will maintain the expenditures in Oracle PASS. When requested, expenditure accounting should be reported to Gina Hoefer in the DOF/VPAA Office and may also be shared with the Director of Financial Planning and Budgeting.

B. Hiring Faculty on Terminal Contracts

Full- or part-time non-tenure-track faculty on terminal contracts are hired through the process outlined below. Non-tenure-track faculty on terminal contracts are an important teaching resource at the College, and a number of departments rely on them to deliver their academic program. Moreover, most departments, at one time or another, hire non-tenure-track faculty on terminal contracts to respond to departmental or programmatic need—i.e., to replace faculty on leave or on phased employment, or to respond to short-term enrollment pressures. It is often the case that departments or programs decide to hire a non-tenure-track faculty member on a terminal contract in an area not otherwise represented by the specialization of their permanent faculty; thus, non-tenure-track faculty in terminal appointments open opportunities to broaden and enrich departmental and/or program course offerings.

1. *Making a Request for Additional Staffing via Non-Tenure-Track Hire(s) on Terminal Contracts*

The Office of the DOF/VPAA will announce a deadline, typically in December, for receipt of requests for supplementary (non-tenure-track) staffing for the following academic year. The C/PD will need to make a case for each instance including:

- Why the position is needed and how it will meet the requirements of the program
- Enrollment trends
- How the position will help the department/program contribute to College priorities (e.g., interdisciplinary programs, goals of the Strategic Plan, delivery of Scribner Seminars by tenured and tenure-track faculty)

This procedure applies both to new hires and to any *new contracts* (sometimes called "extensions") deemed necessary for current non-tenure-track faculty whose terminal contracts are expiring. C/PDs may be asked to share their three-year plan with the ADOF for Recruitment and Academic Personnel (Faculty Affairs) to support these requests.

Full-time, terminal appointments may be for one, two, or three years. No faculty member may serve in a single terminal appointment for more than five years. No later than the fourth consecutive year of a full-time appointment that a non-tenure-track faculty member is on a terminal appointment at Skidmore, the DOF/VPAA, or designee, in consultation with the C/PD, will review and decide to hire a tenure-track faculty member, convert the terminal appointment to a non-tenure-track renewable appointment, or end the terminal appointment.

A part-time lecturer may not teach more than two courses (6-8 credits) in a single semester or a total of three courses (9-12 credits) in an academic year. Please consult with ADOF for Recruitment and Academic Personnel (Faculty Affairs) if the courses to be taught are not standard 3- or 4- credit courses.

> *Note: Full-time salaried or hourly-paid employees of the College (e.g., in a staff or administrative capacity) invited to teach part-time must have permission of their supervisor(s). HR rules require that the supervisor meet with the employee to discuss how any teaching will impact the employee's full-time responsibilities. For questions about such hires, please contact ADOF for Recruitment and Academic Personnel (Faculty Affairs).*

Requests will be considered collectively and C/PDs will be notified as soon as possible in the spring semester. Once approval has been given, the C/PD may proceed with initiating the Job Requisition in Oracle.

In the event that further staffing exigencies arise in the summer for the fall or in the fall semester for the spring semester or *following* the yearly procedure outlined above, the C/PD should contact the ADOF for Recruitment and Academic Personnel (Faculty Affairs) as soon as possible to discuss the particular need(s).

2. *Search Guidelines for Non-Tenure-Track Faculty on Terminal Contracts*

For full-time, multi-year appointments, the ADOF for Recruitment and Academic Personnel (Faculty Affairs) may request that the C/PD submit a search plan (e.g., position description, advertisement copy, timeline for the search, and search process). This will not be required for part-time or one-year positions.

For multi-year appointments, all policies and protocols related to tenure-track and non-tenure-track renewable searches apply *except* those regarding the number of candidates who may be brought to campus (see c. below) and the involvement of the DOF/VPAA Office in interviews (see d. below). Regarding all other expectations, please consult Guidelines for Recruitment/Recruiting an Inclusive Candidate Pool; Campus Visits; Expense Guidelines; Interview and Selection; and Before Making an Offer (pp. 7-10 above.)

In the case of multi-year appointments, Departments/Programs will bring their top choice to campus first. If this candidate is suitable, an offer can be made. If this candidate is not suitable, a second candidate may be brought in. (Follow *Expense Guidelines* above [3(d)]. Campus visits will not be approved for one-year appointments.

The Department or Search Committee Chair must send the names of finalists and in the order in which they will be invited to campus to the ADOF for Recruitment and Academic Personnel (Faculty Affairs) before campus interviews may be arranged. This email must include the finalists' CV and the position description from the Search Plan. The DOF/VPAA will review and approve the list of finalists. This review will be deferential to the Department or Search Committee and limited to whether the finalists could potentially fulfill the institutional purpose justifying the approval of the terminal contract faculty request.

The C/PD and delegated department/program members will interview all one-year hires. It is not necessary for the ADOF for Recruitment and Academic Personnel (Faculty Affairs) to interview candidates for part-time or one-year positions. For multi-year appointments:

- Contact Nora Graubard in the DOF/VPAA Office to consult about and/or schedule appointments for interviews with the ADOF for Recruitment and Academic Personnel (Faculty Affairs) (x 5705; noragraubard@skidmore.edu).
- **PLEASE SECURE THE APPOINTMENTS BEFORE DETERMINING THE CANDIDATE'S ITINERARY - APPOINTMENT TIMES ARE LIMITED**.
- Email the complete dossier to the DOF/VPAA Office including: cover letter, CVs, supporting letters, and the itinerary.

The College is required to comply with federal regulations regarding the employment status of faculty members, and to that end, all faculty members must be legally authorized to work at Skidmore College. **The College does not support employment-based visa petitions for non-tenure-track appointments**. Please note that it is illegal to ask candidates questions about citizenship or birthplace; however, it is legal to ask candidates if they currently have authorization to work in the United States and if they will have such authorization for the length of the proposed appointment (see table of "Lawful and Unlawful Pre-Employment Inquiries" below). To be consistent, this question should be asked of *all* candidates.

For full-time hires, the ADOF for Recruitment and Academic Personnel (Faculty Affairs) will provide the salary amount and a relocation stipend to the C/PD as set forth in the CBA, who then makes the offer to the candidate. Once the candidate has accepted the offer, the C/PD should 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 electronically to the C/PD for review. Following approval, the contract letter will then be sent to the candidate electronically through Oracle Cloud. Once the signed contract has been received, HR will initiate the background check.

C. Equal Opportunity in Hiring: Strategic Considerations

Skidmore College is committed to fostering a diverse and inclusive community in which members develop their abilities to live in a complex and interconnected world. Consistent with our educational mission, we recognize ourselves as a community that respects individual identities based on varying sociocultural characteristics such as race, ethnicity, gender identity and expression, sexual orientation, national origin, first language, religious and spiritual tradition, age, ability, socioeconomic status and learning style. We strive to create a socially just world that honors the dignity and worth of each individual, and we seek to build a community centered on mutual respect and openness to ideas—one in which individuals value cultural and intellectual diversity and share the responsibility for creating a welcoming, safe, and inclusive environment. We recognize that our community is most inclusive when all members participate to their full capacity in the spirited and sometimes challenging conversations that are at the center of the college's educational mission.

As a matter of policy, Skidmore College will work actively within the law to increase the diversity of our community. We will build a diverse faculty 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.

D. Legal and Illegal Pre-Employment Inquiries

1. *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.

a. ***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.

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.

b. ***<u>Pre-employment Inquiries</u>***

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" includes 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.

c. ***<u>After hiring, Human Resources can legally obtain the following</u>***

- 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
- Results from physical examination and drug testing, if appropriate or required by position. These 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

2. *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?

Subject	*Lawful Inquiries*	*Unlawful Inquires*
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?

Subject	*Lawful Inquiries*	*Unlawful Inquires*
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?

Subject	*Lawful Inquiries*	*Unlawful Inquires*
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.

Subject	*Lawful Inquiries*	*Unlawful Inquires*
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?
Salary History**	• What are your salary/hourly rate expectations for this position? • Have you ever been denied a salary or wage increase due to reasons related to job performance?	• What is your current salary/hourly rate or the salary/hourly rate you were paid in your most recent position? • Can you provide a summary of your salary or hourly rate history from your last three positions?

***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: 8/4/2019

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

E. Part-Time Non-Tenure-Track Faculty Pay Scales and FTE Chart and Promotional Pay Increments

FY '26 GENERAL PART-TIME NON-TENURE-TRACK FACULTY PAY SCALE
Amount Per Credit Hour
$2,507 per credit hour
OVERLOADS: $2,507 per credit
FY '26 SCIENCE PART-TIME NON-TENURE-TRACK FACULTY PAY SCALE
Amount Per Contact Hour
$2,507 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 = $15,042 compensation. Breakdown of lecture/lab commitment per course can be found in the College Catalog.

PART-TIME FTE

Credit Hours	Percentage	FTE		Credit Hours	Percentage	FTE
1	5.6%	.056		11	61.1%	.611
2	11%	.11		12	66.7%	.667
3	16.7%	.167		13	72.2%	.722
4	22.1%	.221		14	77.8%	.778
5	27.8%	.278		15	83.3%	.833
6	33.3%	.333		16	88.9%	.889
7	38.9%	.389		17	94.4%	.944
8	44.4%	.444		18	100%	1.00
9	50%	.50				
10	55.5%	.555				
Full-time Faculty		1.00				
9 credit hours (min. of three 3-credit hour courses) per calendar year = 1,000 hours for admin/prof or support staff for retirement eligibility						

PROMOTIONAL PAY INCREASE INCREMENTS (Full-Time Faculty)

PROMOTION TO	PAY INCREASE
NTT Associate Rank (Associate Teaching Professor, Associate Librarian, Senior Artist-in-Residence, Senior Writer-in-Residence)	$3,000 or Minimum Starting Salary for corresponding rank, whichever is greater
Associate Professor	$3,000
NTT Full Rank (Teaching Professor, Librarian, Distinguished Artist-in-Residence, Distinguished Writer-in-Residence)	$4,500 or Minimum Starting Salary for corresponding rank, whichever is greater
Full Professor	$4,500

F. Job Requisition Process for Faculty Appointments

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

1. *Job Requisition and Advertisement*

All requests for tenure-track, non-tenure-track renewable, multi-year, and one-year appointments REQUIRE a job description and position justification approved by the ADOF for Recruitment and Academic Personnel (Faculty Affairs) BEFORE the Job Requisition process begins. (See above for tenure-track and non-tenure-track renewable searches, which require advance approval of a Search Plan.) **A Job Requisition must be completed for every new hire *and* every new contract.**

a. Before starting the Job Requisition, contact Debbie Peterson (dpeters1@skidmore.edu) in the DOF/VPAA Office to obtain the correct position code for the position you are seeking to fill. For specific details on how to complete a Job Requisition, see: https://www.skidmore.edu/oracle-training/faculty.php. Please be sure to complete and provide all necessary information. You may change the Position Title to reflect the relevant title for the position.

- All full-time, visiting appointments with terminal contracts are designated as “visiting”.
- The title of "Lecturer" applies to two different circumstances (not including three specifically designated hybrid positions):
  - TT hires who have not yet completed a required terminal degree are “Visiting Lecturers”.
  - Part-time appointment (regardless of terminal degree).

College staff members who teach a course will be appointed as part-time, non-tenure-track faculty in a Lecturer title, are union members during the time period that they are teaching a course, and are covered under the provisions of the CBA for purposes of their teaching responsibilities.

For part-time, terminal appointments, please include the specific courses to be taught, with contact hours, in the Comments section.

i. *Position Information*:

- A full-time teaching load is a minimum of 18 credit hours for the academic year or an average of 36 credit hours over two years (or, in the event of a 3-year terminal contract for NTT faculty, averaged over a three-year cycle). **Workload credits may not be banked.**

ii. *Position Status*

- Generally, all full-time faculty appointments are for nine months.
- 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. In addition, any benefit claims dated after June 1 may not be honored. Faculty members with questions about this process should speak with HR.
- First year salaries are distributed over nine 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.

b. If you are requesting that the search be waived, please indicate that in the Comments section of the Job Requisition. A waiver of a search must be approved by the ADOF for Recruitment and Academic Personnel (Faculty Affairs). Searches may be waived for part-time positions, one-year terminal positions, multi-year terminal positions for current full-time faculty, or the conversion of a terminal position to renewable when the terminal position is occupied, absent just cause.

NOTE: Any faculty member hired through a waived search, and/or who has not been employed at Skidmore within the past year, must submit an application through Oracle; this should be done after the Job Requisition is approved. Please coordinate with both Jim Calhoun in Human Resources and the new faculty member to identify a time when the Job Requisition can be opened so that the faculty member can submit the online application. Once this has been completed, the Job Requisition will once again be closed to the public.

c. Advertising Considerations:

- The C/PD and/or Search Committee should develop a list of appropriate publications that will carry the advertisement, considering especially those venues that are likely to attract an excellent and experienced candidate pool.
- Due to cost, the College prefers online to print advertisement. Consult the DOF/VPAA or the ADOF for Recruitment and Academic Personnel (Faculty Affairs) should you have questions.

2. *Contract Request and Other Necessary Processes*

A Contract Request Form (CRF) **MUST** be submitted for **EVERY** Hire and **EVERY** new contract.

- 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).
- Include the amounts agreed upon for any transition package and/or tenure-track start-up funds.
- 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. In most instances, the contract letter will be sent to the candidate electronically, and signed electronically, through Oracle Cloud. Once the signed contract has been received, HR will initiate the background check. If an expedited letter is required, please request it on the contract request form.
- The DOF/VPAA Office will email a draft of the contract letter to the C/PD. **Please read it carefully** before giving final approval to ensure that all agreed-upon terms are included.
- A return deadline is generally set for two weeks from the date of the contract letter. The DOF/VPAA Office will request the C/PD to follow-up with the candidate if the signed contract letter is not returned by the due date.
- Upon receipt of the signed contract letter, the DOF/VPAA office will forward a copy to the HR office. For new hires, or any faculty member returning after a lapse in employment, HR will then initiate the background check process. Please consult the Background Check Policy/Procedure for detailed information.
- The C/PD is responsible for ensuring availability of office space and should address this issue at the same time a contract request is made. Questions may be directed to Loretta Greenholtz. If there are any needs for facilities modification, those needs should be included in a Capital Budget request.

II. Labor Management Relations

One of the main priorities for the 2025-2026 academic year is the implementation of the new Collective Bargaining Agreement (CBA) with non-tenure-track faculty. The CBA, as signed by the College and the union, and other information can be found at the here: https://www.skidmore.edu/hr/secure/NTTFacultyUnionInfo.php .

In some ways, the CBA represents a change in how the College will interact with non-tenure-track faculty. But, in most ways, it should not make much difference at all. Unionized Skidmore faculty are Skidmore faculty who care about their own success and the success of our students, departments, programs, and the College as much now as they did before unionization. In some ways, our unionized colleagues will be better positioned for success; many now have job security and clarity that they believed was lacking before unionization, increasing their commitment to the College and the time and energy they need to focus on our students and our mission to deliver a great Skidmore education.

Nor does the CBA fundamentally change the nature of the day-to-day relationship between C/PD and non-tenure-track faculty members. You are their manager. You owe them respect, a professional relationship, and fair and honest evaluation of their teaching and performance. All of this is unchanged.

What has changed is that the CBA, to some extent, standardizes the terms and conditions of non-tenure-track employment across the departments and programs. It formalizes some aspects of the relationship between non-tenure-track faculty and C/PDs. It limits certain options that C/PDs have previously had managing non-tenure-track faculty. It gives the faculty member certain rights, including union representation, during a more formal disciplinary process. In what follows, we will summarize some key portions of the CBA as it affects C/PDs. We will not, however, be able to cover every topic in depth; please reach out to ADOF for Recruitment and Academic Personnel (Faculty Affairs) with any questions,

A. What is the CBA

The CBA is a binding, legal document entered into by the College and SEIU Local 200United Non-Tenure Track Faculty (the "Union") governing the terms and conditions of employment for non-tenure-track part-time and full-time faculty. Under the CBA and federal labor law, C/PDs are management, represent the College in their dealings with non-tenure-track faculty, and have specific responsibilities for implementing the provisions of the CBA in all departmental activities involving non-tenure-track faculty. Because C/PDs are management, C/PDs appointed from the non-tenure-track ranks are not members of the Union while serving as C/PDs.

The CBA controls the relationship between the non-tenure-track faculty and the College. Where the CBA conflicts with the Faculty Handbook and other College policies, the CBA controls, unless limited by federal or state labor law. C/PDs must adhere to the CBA and coordinate with the Office of the DOF/VPAA and HR to ensure compliance. Neither the College nor the C/PD has the authority to alter the terms of the CBA in their department or program or for any individual non-tenure-track faculty member. If you feel that the CBA as applied to your department, program, or non-tenure-track faculty has unintended consequences, do not ignore the CBA or try to negotiate an exception directly with your non-tenure-track faculty or the Union (including members of the Union leadership and Shop Stewards). Instead, reach out to the ADOF for Recruitment and Academic Personnel (Faculty Affairs).

The Union is the sole bargaining agent for the non-tenure-track faculty. Individual faculty may not change the contractual terms and conditions of their employment as set forth in the CBA any more than C/PDs can. The current CBA runs through the spring semester of 2027. At that time, the College will sit down with the Union to negotiate the next CBA. The CBA will not change while it is in force.

B. How is the CBA enforced?

The College is bound by the CBA and is committed to adhering to its terms. As a member of management, C/PDs are responsible for enforcing the CBA. If you have questions about whether a particular action is allowed by the CBA, please reach out to the ADOF for Recruitment and Academic Personnel (Faculty Affairs).

The Union has a legal duty to represent all members of the bargaining unit fairly, consistently, and without discrimination. This includes advocating for faculty in grievances, contract enforcement, and disciplinary matters, even when the member is unpopular or the issue is contentious. The Union must act with diligence and good faith, ensuring that each member receives equal access to representation and due process under the CBA. Union representatives and shop stewards are required to advocate zealously strongly within the bounds of the CBA and applicable law. This obligation helps protect the rights of all non-tenure-track faculty and ensures contractual standards are applied consistently.

The Union has appointed shop stewards from among the non-tenure-track faculty. Union shop stewards are faculty members designated to represent and support non-tenure-track faculty in matters covered by the CBA. They may accompany faculty to meetings that could result in discipline, assist with grievances, and help ensure compliance with the CBA. C/PDs must allow shop stewards to participate in such meetings and must not interfere with their role. Shop stewards do not have decision-making authority but are protected by labor law in carrying out their duties. If a faculty member requests shop steward representation, the meeting should be paused until one is available. The Union has a legal duty to zealously represent its members; shop stewards cannot ignore a perceived violation of the CBA or renegotiate its terms with a C/PD.

C. Your Role as Management

C/PDs occupy a management position under federal and state labor law. As such:

- You **represent the administration** in all employment-related matters involving non-tenure-track faculty.

- You **may not negotiate individually** with union-represented non-tenure-track faculty over terms covered by the CBA (e.g., pay, workload, appointments).

- You are responsible for **enforcing the terms of the CBA**, including evaluation procedures, reappointment and promotion standards, and grievance steps.

Failure to follow the CBA can erode trust with unionized faculty and result in legal liability for the College. When in doubt, consult with the ADOF for Recruitment and Academic Personnel (Faculty Affairs) before acting.

D. Key Provisions You Must Understand and Implement

1. *Appointments and Reappointments*

- Most full-time, non-tenure-track faculty now hold multi-year, renewable appointments.
- Non-renewal must meet a "just cause" standard and follow specific notice periods.
- For non-tenure-track faculty on renewable appointments, C/PDs may no longer treat reappointments as discretionary; contracts roll over unless discontinued for cause.

2. *Workload and Assignments*

- Standard teaching loads and limits on overloads are now defined by the CBA, which matches pre-CBA policy.

- Extra assignments (advising, independent studies, service) are voluntary, depending on CBA terms, although required for promotion within non-tenure-track ranks. If non-tenure-track faculty take on additional assignments or duties, they will be compensated on the same basis as tenure-track faculty.
- Part-time non-tenure-track faculty (lecturers, private music instructors) and full-time non-tenure-track faculty on terminal contracts (faculty with the rank of Visiting) may not advise students.

3. *Evaluation and Promotion*

- Non-tenure-track faculty must be evaluated on a regular schedule with specific procedures for observation and feedback.
- Promotion to higher ranks follows CBA-mandated criteria, timelines, and salary increases.

4. *Discipline and Dismissal*

- Non-tenure-track faculty can only be disciplined or terminated for just cause.
- Progressive discipline procedures are outlined in the CBA and must be followed exactly.
- Faculty are entitled to Union representation in any meeting that could lead to discipline.

5. *Grievance Procedures*

- Non-tenure-track faculty must use the Union's grievance process for issues covered by the contract.
- C/PDs may engage in informal attempts to resolve a potential grievance with the faculty member and, if the faculty member chooses, a Union representative.
- College policy is that all Step 1 grievances will be referred to the ADOF for Recruitment and Academic Personnel (Faculty Affairs).
- Do not retaliate against faculty for filing a grievance or engaging in Union activity.

6. *Union Rights*

- Faculty have the right to Union representation during investigatory or disciplinary meetings.
- Union leadership or shop stewards (non-tenure-track faculty members appointed by the Union to represent non-tenure-track faculty interests) may accompany faculty to certain meetings and must be permitted to do so.
- C/PDs must respect Union bulletin boards, communication channels, and access rights as provided in the agreement.

E. <u>Major Changes from Prior Policy</u>

The following list summarizes the major changes between pre-CBA policy and the CBA. This is not meant to be exhaustive.

1. Non-tenure-track ranks across the College have been standardized. There are still three main categories of non-tenure-track faculty: part-time and full-time faculty on terminal contracts and full-time faculty on renewable contracts. Most terms and conditions of employment for full-time teaching faculty, Artists-in-Residence, Writers-in-Residence, and Librarians are now equivalent.

    - Part-time faculty are "Lecturers." Lecturers will be Assistant Lecturers, Associate Lecturers, or Lecturers (full rank), based solely on length of service.

    - Faculty on full-time terminal contracts (1-to-3-year contracts with no guarantee of renewal) or rehired have a "Visiting" modifier on their title.

    - Faculty on full-time renewable contracts can be at Assistant, Associate or full ranks with the following titles:

- Assistant Teaching Professor, Assistant Librarian, Artist-in-Residence or Writer-in-Residence;
- Associate Teaching Professor, Associate Librarian, Senior Artist-in-Residence or Senior Writer-in-Residence; or
- Teaching Professor, Librarian, Distinguished Artist-in-Residence or Distinguished Writer-in-Residence.

2. Visiting faculty are on 1-to-3-year terminal contracts. Terminal appointments are reserved for satisfying a specific short-term curricular or staffing need in a department or program. Short-term curricular needs are limited to: sabbatical replacement; disability, medical or family leave; temporary replacement; fluctuating enrollment trends; and curricular innovation. The qualifications for a terminal appointment will vary depending on the field, discipline, and departmental need. Visiting faculty may serve for no more than five years. In the fourth year, the C/PD and ADOF for Recruitment and Academic Personnel (Faculty Affairs) will review the position and recommend to the DOF/VPAA that it be ended, converted to a renewable line, or converted to a tenure-track line. If it is converted to a renewable line, the faculty member currently occupying that line must be offered the renewable position absent just cause. NOTE: *This is a review of the line, not of the faculty member occupying the line.*

3. Non-tenure-track faculty are entitled to an annual review from the C/PD each year until they have been at the College for six years, after which they are reviewed every three years.

4. The frequency of and process for class visits are set forth in the CBA, including the rubric to be used. Departments and programs are urged to consider adopting the same process for tenure-track faculty.

5. Non-tenure-track faculty cannot be disciplined, by an informal reprimand up through termination, without just cause under the CBA. If they request it, they have a right to have a Union representative with them for any conversation that might result in discipline. If disciplined, they have the right to a formal grievance procedure set forth in the CBA. They may try to resolve any dispute informally with the C/PD, although it is not required that they do so. If that doesn't work, they can file a Step 1 grievance, which will go to the ADOF for Recruitment and Academic Personnel (Faculty Affairs). They can then continue to a Step 2 grievance with the DOF/VPAA. If still not satisfied, they can proceed to binding arbitration with an arbitrator from outside the College. The decision of the arbitrator, positive or negative, is final.

6. Non-tenure-track faculty are entitled to progressive discipline, meaning that we will start with the least severe level of discipline appropriate to the job performance or behavior and, if the problem repeats or issue continues, move to the next level of disciplinary action. This is another reason that careful record keeping and fair and honest evaluation of faculty is critical. While there are behaviors so severe that they warrant immediate termination, those are fortunately rare.

7. Renewable faculty contracts are presumed to be renewed unless there is *just cause* for non-renewal. If you do not wish to reappoint a non-tenure-track faculty member, you will need to formally document performance or programmatic reasons. Non-tenure-track faculty on renewable contracts will go through a formal reappointment process set forth in the CBA (similar to third year reappointment of tenure-track faculty). Negative outcomes are subject to grievance. Again, document concerns as they arise.

8. There is now a more formal process and timeline for promotion of non-tenure-track faculty on renewable contracts. The CBA defines criteria and timelines for non-tenure-track promotion and ties them to new salary minima and contract lengths. C/PDs must ensure that qualified faculty are informed of eligibility and supported through the promotion process. C/PDs track years of service, notify eligible faculty, and follow the review standards and processes required by the CBA just as is done for tenured and tenured-track faculty.

9. Renewable non-tenure-track faculty may choose (but are not required) to stand for promotion in their sixth year in rank.

10. The C/PD is primarily responsible for assigning courses each semester. Faculty must be notified of their teaching assignments for one semester before the end of the prior semester. In assigning courses, C/PDs will consider the qualifications of the faculty member, whether the faculty member developed the course, the faculty member's preferences, rank, seniority (i.e., who has been at Skidmore longer), and the overall needs of the program. The College, through the C/PD, retains sole discretion in the assignment of courses to faculty members.

11. Starting salaries and annual increases are set forth in the CBA.

12. A formula for calculating relocation funds for new hires is set forth in the CBA.

F. Conducting Yourself in a Union Environment

You should:

- Always assume that written and verbal communications with non-tenure-track faculty may be reviewed through the grievance process.
- Avoid making side agreements, verbal promises, or informal accommodations that contradict the CBA.
- Keep thorough records of evaluations, communications, and decisions related to non-tenure-track faculty appointments and workload.
- Refer any requests for information from the Union to the ADOF for Recruitment and Academic Personnel (Faculty Affairs).
- Seek advice from the ADOF for Recruitment and Academic Personnel (Faculty Affairs) if you are unsure whether a situation or decision is contractually appropriate.

You must not:

- Engage in direct dealing—bypassing the Union to negotiate with an individual.
- Make changes to non-tenure-track working conditions without confirming CBA compliance.
- Discourage Union participation or comment negatively about Union activity.

G. Support and Resources

The Office of the DOF/VPAA and HR will provide training and ongoing guidance on managing within under the CBA. C/PDs are encouraged to participate in scheduled orientation sessions and to contact the ADOF for Recruitment and Academic Personnel (Faculty Affairs) at any time for clarification.

The full CBA is incorporated by reference into this Handbook and is available on the College's HR website https://www.skidmore.edu/hr/secure/NTTFacultyUnionInfo.php . You are expected to be familiar with its contents and to use it as the authoritative guide when working with non-tenure-track faculty.

III. Course Scheduling and Curriculum Delivery

A. Academic Scheduling as a Core Responsibility

C/PDs are responsible for ensuring that the department or program delivers its curriculum as set by the department or program and approved by the Curriculum Committee. This is central to the College's academic mission and essential for enabling students—majors, minors, and others—to make timely progress toward graduation. Each semester, C/PDs are responsible for selecting which courses will be offered and assigning faculty to teach them.

In some departments, C/PDs also set the days and times when classes will meet. In others, that role is fulfilled by an Associate Chair. Both models are supported. Regardless of structure, the C/PD retains responsibility for the overall scheduling strategy and for ensuring that the curriculum is delivered consistently and predictably.

B. Planning for Curriculum Delivery

To support academic advising and student planning, C/PDs should maintain and share a tentative multi-year course plan—ideally projecting offerings over the next two to three years (four to six semesters). While these plans are inherently subject to change, especially as staffing and enrollment fluctuate, providing visibility into anticipated offerings strengthens faculty planning and career development, enhances advising, supports study abroad planning, and reduces last-minute scheduling gaps.

When preparing semester schedules, C/PDs must:

- Ensure that required courses are offered at regular intervals and do not conflict when taken by students in the same cohort (e.g., junior- or senior-level courses).
- Avoid scheduling bottlenecks—particularly for courses required for the major or minor that are only offered in single sections.
- Use the full range of available time slots, including less popular times such as Monday and Friday, and early morning or late afternoon, to distribute courses evenly and maximize classroom availability. (Consider scheduling required classes on Mondays and Fridays and electives on Tuesdays and Thursdays.)
- Coordinate with other departments when cross-listed courses or interdisciplinary offerings are involved; the home department of the instructor is responsible for ensuring appropriate scheduling.

C. Course Development and Catalog Management

New courses should first be offered as “Topics” courses rather than submitted directly to the Curriculum Committee for approval and catalog inclusion. This practice allows the department to refine content and assess student interest. As a general rule, a new course should be taught at least twice before it is proposed for permanent inclusion in the catalog.

Courses that are no longer offered or for which staffing is no longer available should be reviewed periodically and considered for removal from the catalog. While not a formal requirement, regular catalog maintenance is a best practice and ensures that published curricular offerings remain current and accurate.

D. Minimum Enrollment

Classes that enroll students at less than 30 percent of the Curriculum Committee maximum enrollment will be reviewed for possible cancellation. Review will take place two to three weeks after the initial enrollment period for the semester, and for the fall semester, after the incoming students have registered. Under-enrollment triggers scrutiny, but does not automatically result in cancellation. The decision to cancel a class will be made by the ADOF for Recruitment and Academic Personnel (Faculty Affairs) after consulting with the C/PD.

While there is no hard and fast calculation for canceling class, the following factors will be considered:

Reasons why an under-enrolled course might be allowed to run:

- It’s a Fall course and is open to first-years, in which case a decision will be deferred

- Enrolled students require the course to graduate
- It is a required class that is not offered every semester or every academic year
- The under-enrollment is an anomaly for the faculty member, the course, and/or the department
- The faculty member teaching it is new
- The faculty member cannot be redeployed
- The course is being reviewed in the summer, giving students and faculty less time to find available alternatives

Reasons why an under-enrolled course might be cancelled:

- Seats are needed in other courses in the discipline or in the gen ed curriculum, and the faculty member can be effectively redeployed
- The faculty member has recently been allowed to "pass" with another low-enrolled class
- The particular course—regardless of who teaches it—has been routinely under-enrolled and needs re-evaluating

A cancelled class does not count toward a full-time faculty member's workload.

E. <u>Minimum Contact Hours</u>

College policy, New York State law, and our accrediting agency, the Middle States Commission on Higher Education, require that our courses satisfy certain contact hours. Our policy can be found here: https://www.skidmore.edu/registrar/faculty/credit-hour-policy.php. Briefly, each credit hour students earn for taking the course represents completion of 50 minutes of in-class instruction each week over a 15-week semester. For most courses, each 50 minutes of class should require two hours of instruction outside of class. As a result, a typical three-credit course should meet for at least 150 minutes a week for 15 weeks, and students should do at least six hours of work outside of class each week. Our typical semester schedule includes one class over the required minimum contact hours.

Faculty are responsible for reporting missed or canceled classes to their C/PD, and C/PDs are responsible for ensuring that each class meets the minimum contact hours. This might involve finding a faculty member to "cover" a class that the instructor cannot attend or working with the instructor to develop assignments for students that will require three hours of work for each missed class. If an instructor is unable to teach for more than one week, contact the ADOF for Recruitment and Academic Personnel (Faculty Affairs) to work on finding alternative coverage.

IV. Workloads

The standard workload for a full-time faculty member is 18 faculty workload credits per year, averaged across a two-year cycle. In the case of a non-tenure-track faculty member on a three-year, fixed term appointment, the 18 credits per year may be averaged over the length of the appointment. **<u>Chairs and Program Directors are responsible for maintaining the workload records of all faculty in the department/program.</u>**

Since efficient use of faculty resources is essential, enrollments below 30 percent of the cap are scrutinized by the DOF/VPAA Office. Decisions to cancel a course, or to change a particular course to an independent study (with the instructor's agreement and with HELIOS credits), are made in consultation with the C/PD. If a course is cancelled and the instructor cannot be immediately reassigned to a commensurate course, the instructor will "owe" workload credits, which will be deferred to a future semester. Factors to be considered include, but are not limited to, whether: the class is required for graduation and the students are predominantly seniors; the faculty member can be redeployed to teach another class, including General Education requirements; the course is chronically under-enrolled; the faculty member's classes are chronically under-enrolled; the faculty member is in their first year at Skidmore; and the faculty member is in their last year at Skidmore. No class will be canceled for under-enrollment less than two (2) weeks prior to the first day of classes.

When faculty will not be teaching on campus for a semester (e.g., sabbatical, leave, directing seminar-length study abroad programs), the faculty member is expected to teach the bulk of their workload (e.g., 9-12 credits or three classes) in the semester of the academic year in which they are teaching on campus.

A part-time faculty member may teach no more than two courses in a semester and three courses in an academic year. Please consult with ADOF for Recruitment and Academic Personnel (Faculty Affairs) if the courses to be covered are not standard 3- or 4-credit courses.

Overloads for currently employed faculty members are paid at the rate of $2,507 per credit. Overload credits for which the faculty member is compensated are not considered in calculating workload. Uncompensated overload credits may not be banked. Chairs are responsible for requesting overload pay, typically in the spring semester, via the online Overload Request Form.

Course releases (e.g., for governance service) are to be taken in the year designated and may not be banked unless explicit permission is granted by the DOF/VPAA.

Team teaching may be approved at the discretion of the C/PDs of all departments/programs in which participating instructors reside, and must take account of curricular needs. Courses will not be backfilled to accommodate team teaching opportunities. A team-taught course must enroll at 1.25x the typical cap in order for participating faculty to receive full workload credit; please consult the Team Teaching Guidelines on the DOF web page. Team teaching is not permitted with Scribner Seminars.

New tenure-track faculty receive a course release in the first year to assist with acclimation to the College.

V. Faculty Evaluation

A. Annual Faculty Evaluation Letters

Evaluation Letters for faculty are due to the DOF/VPAA Office by June 30 each year and are the responsibility of the C/PD. Note that a C/PD whose appointment ends on May 31 is still responsible for that year's evaluation letters. Please address the evaluation letter to the faculty member in question, noting the faculty member's full name, title, and department on the letter, and share it with the faculty member in question; an electronic copy should also be sent to Debbie Peterson (dpeters1@skidmore.edu) in the DOF/VPAA Office. The letter should be sent to the faculty member, who has the right to comment on and meet with the C/PD concerning the annual letter prior to it being sent to the DOF/VPAA Office.

The DOF/VPAA Office shall keep a record of faculty members' evaluation cycles and remind C/PDs when annual letters are due. For policies regarding faculty rights to such letters and their expected timelines, see the *Faculty Handbook* Part One, Article VII(A),(2), and Part One, Article XII(D)(3); CBA, Article XXIV, 6.

For faculty who have undergone a reappointment, tenure, or promotion review in the previous year, the reappointment, tenure, or promotion recommendation letter may form the basis of the annual review letter. However, please be sure to submit a separate copy (adapted if necessary) to Debbie Peterson (dpeters1@skidmore.edu) in the DOF/VPAA Office as an annual review letter; it will not be assumed that a tenure or promotion letter will "stand in" for an annual review letter.

Assistant Professors and Associate Professors without tenure are entitled to an annual evaluation letter. Associate Professors with tenure are entitled to an evaluation letter every three years. Full Professors are entitled to an evaluation letter every six years. Non-tenure-track faculty in their first through sixth year at the College are entitled to an annual evaluation letter. Beginning in their seventh year, non-tenure-track faculty members are entitled to an evaluation letter every three years.

In the rare instance in which an Assistant Professor is serving as Chair or Program Director, they are entitled to an annual evaluation letter and will need to arrange for one proactively. If no senior member of the department or program is willing to conduct class observations and write the requisite letter, please consult *at the beginning of the academic year* with one of the ADOFs.

> *Note: Evaluation letters are not disciplinary in nature. On the contrary, C/PDs should feel free to provide fair and honest feedback to faculty to identify areas in which faculty should work to improve. As a result, except in rare cases in which the health and safety of students, faculty or staff is implicated, evaluation letters will not themselves be the basis for disciplinary action by the College. C/PDs, therefore, must report violations of College policy to the DOF/VPAA and/or ADOF for Recruitment and Academic Personnel (Faculty Affairs) outside of the evaluation letter. During a disciplinary process, evaluation letters may be used to show that the faculty member was put on notice of a violation of policy and the need to improve in that area if the faculty member claims that they were not given such notice.*

B. Individual Faculty Summary of Activities

Individual faculty summaries of activities are due annually to the DOF/VPAA Office by June 30 via Watermark, our web-based reporting system. Reports are read by a member of the DOF/VPAA Office over the summer. The C/PD should remind all faculty in the department/program to enter their information by the deadline.

If desired, the C/PD may set an alternate internal deadline for the completion of Watermark reports by colleagues, generally May 31, to allow the C/PD to use these reports to assist in the writing of the Annual Faculty Evaluation Letters.

Watermark is designed to help faculty organize, track, and report on their accomplishments in teaching, scholarship/research/creativity, and service. The system may also help prepare materials for departmental reviews, identify cross-disciplinary partnerships between faculty and those directing funding opportunities, and demonstrate institutional capacity in grant applications. This allows faculty work to be appropriately acknowledged in annual activity reports, tenure and promotion documents, and external reports to various constituencies and accrediting bodies. Faculty are encouraged to maintain and update Watermark throughout the academic year.

Faculty may enter their activities into Watermark at any time throughout the academic year prior to the earlier of the department or college deadline. Once final grades have been entered, faculty will be asked to review their teaching information (entered automatically) for accuracy. C/PDs may then run a report for all faculty annual reports of activities in their department or program. C/PDs do not need to forward AROAs to the DOF/VPAA office.

VI. Varieties of Non-Tenure-Track Appointments

There are various types of non-tenure-track appointments at the College established by the CBA. C/PDs should understand how they are structured, which parts of the Faculty Handbook and CBA relate to them, and how non-tenure-track policies in the Faculty Handbook and CBA are put into practice.

A. Important Vocabulary

- *Terminal contract*. For a defined period of time, with a clear end date and no promise of another contract.
- ***Renewable contract*.** Will be renewed upon positive recommendation of the department. No request for employment continuation is necessary; faculty member is "continuously" employed absent "good cause" to terminate.

B. General Notes

- Artists- and Writers- in-Residence and full-time Teaching Professors are on *renewable* contracts. Faculty with the title "Visiting" are on *terminal* contracts. Faculty with the title "Lecturer" are part-time faculty. Faculty with the title of "Visiting Lecturer" are tenure-track faculty who have not yet received their terminal degree.
- All full-time, non-tenure-track faculty on renewable appointments have a path to promotion. Visiting faculty on terminal appointments may be converted or reappointed into a renewable contract (not defined as a promotion).

C. CBA Sections on Rank, Evaluation, Reappointment, and Promotion of Non-tenure-track Faculty

- Article XXII: Appointments and Assignments
- Article XXIII: Academic Rank
- Article XXIV: Observations, Evaluations, and Promotion.

Full-time terminal appointments are intended for a total period of at least one (1) and no more than five (5) full academic years. No later than the fourth (4th) consecutive year of a full-time terminal appointment, the DOF/VPAA (or a designee), in consultation with the C/PD, will review and decide, in the College's sole discretion: (1) whether the terminal appointment will end at the conclusion of that year; (2) whether the terminal appointment will be converted to a non-tenure track renewable appointment; or (3) whether the College will hire a tenure-track faculty member to meet the curricular needs. If this review reflects an additional short-term curricular need which the unit member is qualified to fill, the College may extend an additional one (1) year terminal appointment to the unit member.

VII. Department and Program Budgets

C/PDs are responsible for managing funds provided by the College and, in certain circumstances, by donors to support the activities of the department or program. Due to the limitations of Skidmore's budgeting software (Oracle), only a single user at the department/program level may run reports showing allocated funds, budget actuals to date, and remaining funds. Generally, the administrative assistant who supports the department or program serves as the budget manager.

Funds allocated by the College and approved by the DOF/VPAA for on-going support (the operating budget) are available in A1-accounts while funds provided by donors are available in B-accounts. Each department and program represents a "cost center" to which is assigned one or more "activities" (budgets). A subset of funds in any one activity may be set aside (earmarked) for a certain purpose; these funds are considered "restricted."

The core funds available to C/PDs reside in the operating budget (A1-account). At the beginning of the fiscal year (June 1), budgeted funds are made available across a set of "natural account numbers" that together constitute expenses related to "Services & Supplies." Examples range from "Contract Services – Maintenance & Repairs" (natural account number 6125) to "Supplies Instruction" (natural account number 6711) to "T&E Field Trips" (natural account number 7415). When funds are used, expenses are assigned by the budget manager to the appropriate natural account number.

Funds allocated to one natural account number may be used for a different purpose (and thus expensed to a different natural account number) at the C/PD's discretion. No authorization is required to shift funds across natural account numbers within the set of activities considered to be Services & Supplies. The core goal of the C/PD's effort is to ensure that the unit's total fiscal-year expenses do not exceed its *overall* (bottom-line) Services & Supplies budget.

At the end of the fiscal year, any unused funds in the A1-account are swept up by Financial Services and returned to the general pool. A1-account funds do not roll-over to the next year.

Depending on the financial circumstance of the College, C/PD's may have the opportunity to request increases to their operating budgets. Calls for new initiatives and capital & minor project requests are typically made no later than February for the next fiscal year, and any general increase or decrease to the Services & Supplies budget is announced then as well.

In proposing a budget for the next fiscal year, C/PDs work with their budget managers to distribute funds across Services & Supplies natural account numbers. How funds are allocated is entirely at the C/PD's discretion; funds may be redeployed without explanation. Only increases to the overall operating budget to afford new or enhanced programming must be justified.

The B-funds available to C/PD's derive from several sources, and how they are managed differs according to source. Gifts to the Skidmore Fund are on-going and donors are told that "every dollar is immediately available for use in critical areas," translating to "more…support for new and ongoing faculty projects" and "enhancements for student resources and programs…". Gifts earmarked for a particular department or program flow into a B-account (tagged to the unit's cost center) and are generally assigned to a particular 'restriction.' The budget manager can view the accrual of funds by running a Restricted Fund Available Balance Report on a regular basis. Because gifts appear sporadically and unpredictably, running the report at regular intervals is wise. If funds are not used, they are swept up soon after the end of fiscal year and then distributed back to departments as part of the next year's operating budget. In this circumstance, gifts to the Skidmore Fund become "budget relieving" rather than "budget enhancing"; in both circumstances, gifts to the Skidmore Fund support the academic program.

Other B-funds available to C/PD's represent the income from endowed gifts, planned annual giving, or both. Use of these funds is governed by a gift agreement which may be more or less restrictive according to the donor's wishes. The funds are available to C/PD's through a different activity (budget) within their cost center or, more commonly, through a distinct 'restriction' and/or set of 'natural account numbers' within the same budget that houses gifts received through the Skidmore Fund. How funds are organized varies across departments. These types of B-funds often roll-over across fiscal years and are considered budget enhancing.

The capital budget is managed separately from the operating budget. Capital requests, including start-up funds, follow the "Capital & Minor Project Budget" calendar. Once a capital request is approved, the Financial Planning & Budgeting office makes an account number available to the requesting C/PD (usually around the end of May). This account number should be used for all charges related to the approved request. In the case of start-up funds, the department's or program's administrative assistant manages these funds, and the C/PD will oversee and approve expenses. Monthly spending reports should be emailed to the Senior Budget Coordinator in the DOF/VPAA Office. Approved capital funds must be used within three years of the approval date.

In the DOF/VPAA Office, general questions about the operating budget or Oracle can be directed to Gina Hoefer, Senior Budget Coordinator (ghoefer@skidmore.edu). Questions about the budget worksheets, new initiatives and capital budget requests can be directed to Debbie Peterson, Academic Affairs Coordinator (dpeters1@skidmore.edu).

Pursuant to the Skidmore College Standards of Business Conduct Policy, each September the DOF/VPAA's Office will email C/PDs reminding them to provide the required annual disclosure of conflicts of interest and directing them to the appropriate form. C/PDs are individually responsible for reporting any material change. In the event that a C/PD has a real or perceived conflict of interest, they will work with the appropriate office in the College to avoid or resolve appropriately any conflict.

VIII. **Retirement**

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 also have notification of a fall retirement. 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 retirement notification in writing.
- Forward one copy 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; an HR representative will guide them through the process of requesting retirement payments, social security, and any other eligible benefits.
- If the faculty member is retiring at the end of the spring semester, be aware that their last paycheck could be either in May or June; if it is at the end of fall semester, their last paycheck may be at the end of November or beginning of December. Human Resources will be able to indicate the actual date.
- Retirements are celebrated collectively at the annual Retirement Recognition Ceremony and (for faculty members) at the penultimate faculty meeting of the year. A departmental retirement celebration may be funded by the department **only** if is catered by dining services, held on campus, and open to the community. Please see Skidmore's Travel and Entertainment Policy.
- Replacement of retired faculty is not automatic. Departments and Programs must submit a new faculty initiative request if they need to replace a retiring faculty member.

A. Phased Employment Guidelines

Based on a recommendation from the C/PD and with approval from the DOF/VPAA, a faculty member may participate in the Phased Employment Program.

Please note that there is no guarantee that a faculty line will return to a department/program following a retirement or a resignation. Rather, a C/PD must submit a position request to the DOF/VPAA with a justification of need based on programmatic, curricular, and institutional goals. This applies to non-tenure-track as well as tenure-line positions.

IX. **Exit Policy**

This section outlines 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. The College will offer exit interviews to all resigning or retiring faculty.

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

3. Keys should be returned to either the Administrative Assistant in the Department or Program or the DOF/VPAA office no later than the last day of employment specified in the employee's contract.

4. For faculty in continuing appointments, salary received during the summer months is an advance toward the next year's contract. Therefore, if a faculty member with a continuing appointment leaves during the summer (after June 1), salary received as an advance must be paid back to the College. In addition, any benefits claims dated after June 1 may not be honored. Faculty members with questions about this process should speak with HR.

5. Unspent startup funds go back to the College.

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

7. 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.

8. 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.

9. 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 DOF/VPAA Office 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.

3. *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.

4. *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.

5. *Research Materials*

a. <u>Datasets</u>

Datasets acquired from third parties under a transfer or other agreement must be identified in writing to the DOF/VPAA Office. Such datasets 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.

b. <u>Materials acquired under Transfer Agreements</u>

Research materials acquired from third parties under a transfer or other agreement must be identified in writing to the DOF/VPAA Office. 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.

c. <u>Research Data on Externally Funded Projects</u>

- 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 has 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.

- 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 has 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.

- 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, as well as other individuals or entities having a compelling need, with access to the original data . 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)

- 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.

- 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.

X. Appointment and Review of Department Chairs and Program Directors

Review of a C/PD shall be conducted by the DOF/VPAA or the for ADOF for Recruitment and Academic Personnel (Faculty Affairs); appointments are made by the DOF/VPAA in consultation with the members of the department/program concerned. For procedures, see the *Faculty Handbook* Part One, Section XII.A-C and XIII.A-C.

Note that C/PDs may, if they wish, appoint an Associate C/PD; these appointments are made yearly (they do not roll over) and the stipend is $2,000. Specific duties are developed in consultation with the C/PD and will vary by department/program. Associate Chairs may not write annual evaluation letters for faculty. Typically, an Associate Chair will be a tenured faculty member. If a non-tenure-track faculty member is appointed as an Associate Chair, they may not take on any duties involving the direct supervision and disciplining of any faculty member.

An Assistant Professor serving as Chair is entitled to an annual evaluation letter and will need to arrange for one proactively. If a senior member of the department is unwilling to conduct class observations and write the requisite letter, please consult *at the beginning of the academic year* with the ADOF for Recruitment and Academic Personnel (Faculty Affairs).

XI. Obligations Pertaining to Department Chairs and Program Directors

For guidelines and objectives, see the *Faculty Handbook* Part One, Section XII.D and XIII.D.

Major tasks include:

- Responding in a timely manner to queries and concerns presented by students, faculty, staff, and administrators
- Setting the agenda for department or program meetings and retreats.
- Conducting regular meetings and managing the day-to-day operations of the department/program, including establishing course offerings and schedules
- Overseeing the administrative assistant and any other staff, and conducting yearly performance reviews for these individuals as required by HR
- Balancing and tracking faculty workload credits; requesting necessary overloads; ensuring timely taking of course releases
- Monitoring minimum contact hours
- Working with the administrative assistant to collect all course syllabi every semester
- Periodically reviewing syllabi to ensure that they reflect the appropriate goals for that course
- Shepherding faculty through reappointment, tenure, and promotion procedures, and writing necessary letters associated with these procedures
- Managing faculty recruitment and/or hiring processes
- Maintaining a three-year plan that includes specific course offerings with faculty names and anticipated workload credits (to be utilized in making staffing requests)
- Managing the department/program budget(s) and requesting additional monies as needed via Capital Requests
- Submitting, when needed, information for BOT reports and text for retirement citations

- Writing Letters of Evaluation for faculty who require them (due 6/30 each year)
- Writing the Mid-point Report when scheduled
- Leading the Self Study and writing the Self Study Report in advance of a scheduled External Review
- Overseeing assessment efforts and submitting the Annual Assessment Report to the Faculty Director of Assessment
- Maintaining orderly department/program records and passing them to the next C/PD

NOTE: Although responsibilities for most chairs and program directors are relatively light in the summer compared to the academic year, there are nonetheless certain summer obligations. Among these are responding to requests from the Registrar's Office concerning transfer credits (unless a designee is doing so); maintaining awareness of enrollment issues following first-year registration (and possibly consulting with the DOF/VPAA Office about enrollment pressures); overseeing essential, and sometimes unexpected, hiring; and onboarding new faculty.

PART TWO ~ REPORTS/ ASSESSMENT/ RECORDS

I. Ten-Year Review Cycle

Departments and programs are on ten-year review cycles. In years 1-4 and 6-9 of the cycle, a department or program engages in academic assessment and submits an assessment report (II below). In year 5 of the cycle, a department or program completes a mid-point review and report (III below) that includes developing an assessment plan for years 6-9 of the cycle. In year 10 of the cycle, a department or program completes a self-study followed by an external review (IV below). The self-study includes an assessment plan for years 1-4 of the next review cycle. Departments and programs should use disaggregated data of student populations as appropriate and relevant throughout the review cycle. The review cycles are relative to the self-studies and not external reviews. For departments and programs reviewed by a recognized accrediting body (Art, Chemistry, Education Studies, and Social Work), the cycle will be modified to align with their respective accreditation cycles in consultation with the Faculty Director of Assessment and the DOF/VPAA Office.

Review Cycle

Year 0 Last Self-Study with assessment plan for next four years and External Review
Year 1 Academic Assessment
Year 2 Academic Assessment
Year 3 Academic Assessment
Year 4 Academic Assessment
Year 5 Mid-Point Report with assessment plan for next four years
Year 6 Academic Assessment
Year 7 Academic Assessment
Year 8 Academic Assessment
Year 9 Academic Assessment
Year 10 Self-Study with assessment plan for next four years and External Review

II. Academic Assessment

The webpage for Institutional Effectiveness and Assessment offers an overview of assessment efforts and procedures in the College as well as a list of Resources; C/PDs will want to pay particular attention to the section on Academic Affairs Assessment. The core question guiding academic assessment is: *What do we need to know about our students and their learning to make informed decisions that advance our mission?*

Assessment is the process of using evidence to understand and improve student learning. Though the nature of each assessment project will vary, departments and programs are expected to engage in assessment every year. C/PDs should ensure that all areas of the academic program are assessed on a rotating basis. Such projects can be directed to a department goal for student learning, "in-the-major" literacies (oral communications, information technology, technological, visual and writing), or general education requirements, such as applied quantitative reasoning. It is entirely feasible to assess multiple goals in the same year, such as applied quantitative reasoning and technological literacy, reducing the burden of the overall assessment effort. When appropriate, relevant de-identified disaggregated data for student populations should be included in the assessments. For looking at demographics of majors and minors, use the Self-Service Graduates Report. If surveying members of the Skidmore community, including students, you may find the Inclusive Questions recommendations helpful.

Note: the recommendations are a resource and not College or IRB policy.

A. Helpful Links for Assessments

Academic Affairs Assessment theSpring (Submit reports, assessment resources, and previous reports):

- https://thespring.skidmore.edu/d2l/home/40026

Academic Department & Program Assessment (Links to Previous Reports):

- https://www.skidmore.edu/assessment/programs/index.php

General Education Assessment (General Education Assessment Plan and Assessment Reports):

- https://www.skidmore.edu/assessment/direct/index.php

Skidmore College Goals for Student Learning & Development:

- https://www.skidmore.edu/assessment/goals-for-student-learning.php

All College Institutional Effectiveness Plan (Assessment Plan for the College):

- https://www.skidmore.edu/assessment/assessment_plan/index.php

IR Self Service Graduate Report:

- https://www.skidmore.edu/ir/secure/selfservice.php#collapse_d9e82

Inclusive Questions Recommendations :

- https://www.skidmore.edu/ir/resources/inclusive_questions.php

B. C/PD Assessment Responsibilities

The C/PD is responsible for overseeing assessment activities in the Department/Program and reporting appropriately. A list of responsibilities includes:

- Ensuring that all syllabi in the department or program include the course's objectives (or outcomes) for student learning in the course. This is an expectation of the NY State Education Department and thus expected for accreditation. Ideally, these should relate to the department's or program's goals for learning in courses at that level and should include goals for general education courses such as applied quantitative reasoning and bridge experience as appropriate.
- Promoting departmental/programmatic discussion of the characteristics of students (knowledge, skills, values) that graduates of the department/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 into 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 department/program, such as creating 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 required assessment reports and any updates to the assessment plan to the Faculty Director of Assessment through theSpring Academic Affairs Assessment Page.

C. Assessment Methods – A Short Overview

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. Direct assessment is the most effective way to assess student learning and should be a regular component of programmatic assessment. 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 Department/Program Mid-Point Reports

Department/Program mid-point reports are due to the DOF/VPAA Office by June 30 of the fifth year after the last self-study for the Department/Program. 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
- How the department/program has addressed what was learned from the last self-study and the feedback from the last external review of the department/program.
- Concise reflection and review of assessment work from the previous four years (years 1-4 of the review cycle).
- Review of the learning goals/outcomes for the degree program, how they map to the College's Goals for Student Learning and Development, and how they map to the department/program curriculum (curriculum map), including for the in-major-requirements. Include any changes made to the goals/outcomes and to the mapping. Please see theSpring Academic Affairs Assessment Resources page for templates and additional support.
- Assessment plan for the upcoming four years (years 6-9 of the review cycle) leading into the department or program self-study, including use of relevant de-identified disaggregated data for all student populations as appropriate. Please see theSpring Academic Affairs Assessment Resources page for an assessment planning template and additional supports.

Based on the Mid-point Report schedule in this Handbook, each year the Office of the DOF/VPAA will notify those departments/programs/units scheduled for a Mid-point Report the following year. Mid-point Reports are collected in the DOF/VPAA Office and are read by the Dean/Associate Dean and the Faculty Director of Assessment over the summer. Any questions or concerns will be addressed during the summer months. The mid-point report counts as the annual assessment report for the department or program that academic year (year 5 of the review cycle).

A. Mid-point Reports Schedule

2025-26	Black Studies
2026-27	Anthropology Asian Studies Classics Computer Science Gender Studies Philosophy
2027-28	Arts Administration Chemistry (Accreditation) English Environmental Studies and Sciences InterGroup Relations Latin American, Caribbean, and Latinx Studies Sociology
2028-29	Education Studies (Accreditation) Neuroscience Program Psychology Scribner Library
2029-30	Economics First Year Experience Self-Determined Majors Theater
2030-31	Art International Affairs Program Media & Film Studies Program/MDOCS Periclean Honors Forum Religious Studies Social Work (Accreditation)
2031-32	Art History Health and Human Physiological Sciences Management and Business Mathematics and Statistics Music Physics Political Science
2032-33	Biology
2033-34	Dance World Languages and Literatures
2034-35	American Studies Geosciences History

IV. Self-Studies and External Reviews

A. Goals and Process

1. Based on the Self-Study and External Review schedule in this Handbook, each year the DOF/VPAA Office will notify those departments/programs/units scheduled for a self-study and external review the following year. In the fall semester of the self-study and review year, the DOF/VPAA or ADOF for Recruitment and Academic Personnel (Faculty Affairs) 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, C/PDs 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, C/PDs should promptly contact reviewers to invite them to participate and to set the dates for the visit; teams may visit at any convenient time during the year (See Section B below – Review Timetable and Details). Copies of the reviewers' CVs should be sent to Nora Graubard (ngraubard@skidmore.edu) in the DOF/VPAA Office.

2. The self-study should be completed and sent to the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) for review at least four weeks prior to forwarding it to the external evaluators. Evaluators should receive the self-study no later than two weeks prior to their visit. The self-study counts as the assessment report for that academic year (year 10 of the review cycle). If the external review is in the academic year after the self-study, only the self-study year is exempt from completing an assessment report. The self-study should address the following areas or questions:

   For Disciplinary Departments or Programs:

   - 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 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?
   - Enrollment patterns and/or pressures and curricular concerns.
   - Efforts to support the Strategic Plan, as appropriate.
   - Concise reflection and review of assessment work from the previous four years (years 6-9 of the review cycle). How is student learning in the department/program being assessed? What has been the impact of assessment on the faculty's thinking about the program: curriculum, advising, events, facilities?
   - Review of the learning goals/outcomes for the degree program, how they map to the College's Goals for Student Learning and Development, and how they map to the department/program curriculum (curriculum map), including for the in-the-major-requirements. Include any changes made to the goals/outcomes and to the mapping. In doing so, address how the department/program curriculum, major(s), and or minor(s) contribute to the College's Goals for Student Learning and Development and how the major(s) and or minor(s). Please see theSpring Academic Affairs Assessment Resources page for templates and additional support.
   - What is the assessment plan for the upcoming four years of the next review cycle (years 1-4 of the next cycle), including the use of de-identified, disaggregated data as appropriate and relevant? Please see theSpring Academic Affairs Assessment Resources page for an assessment planning template and additional supports.

- Concise reflection and review of assessment work from the previous four years (years 6-9 of the review cycle). How is student learning in the department/program being assessed? What has been the impact of assessment on the faculty's thinking about the program: curriculum, advising, events, facilities?
- Review of the learning goals/outcomes for the degree program, how they map to the College's Goals for Student Learning and Development, and how they map to the department/program curriculum (curriculum map), including for the in-the-major-requirements. Include any changes made to the goals/outcomes and to the mapping. In doing so, address how the department/program curriculum, major(s), and or minor(s) contribute to the College's Goals for Student Learning and Development and how the major(s) and or minor(s). Please see theSpring Academic Affairs Assessment Resources page for templates and additional support.
- What is the assessment plan for the upcoming four years of the next review cycle (years 1-4 of the next cycle), including the use of de-identified, disaggregated data as appropriate and relevant? Please see theSpring Academic Affairs Assessment Resources page for an assessment planning template and additional supports.
- A concise review of how the department/program has addressed what was learned from the last self-study and feedback from the last external review of the department/program with a particular emphasis on any changes made since the last mid-point report.
- 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 interdisciplinary programs (e.g., Asian Studies, Environmental Studies and Sciences, and Gender Studies), pre-professional tracks (e.g., pre-health, pre-law, and pre-engineering), and requirements (e.g., First Year Experience, Bridge Experience, Global Cultural Perspectives, Writing, and Applied 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.

For Other Programs/Units in Academic Affairs:

- What are the program's current strengths?
- What are the program's current weaknesses?
- What are the program's current and foreseeable needs in staff, equipment, or other support?
- What changes in the program are being proposed for the next year and/or are under consideration for the next three to five years?
- What would you like to see happening in the program five years from now? Ten years?
- Where might some savings in spending be realized, or what resources might be reallocated? What would be the justification for allocation of resources?
- Other issues identified by the program and the administration in their preliminary discussions.

Departments/programs/units may wish to include the following materials in their Self-Study:

- The departmental or program mission statement (which should include its relationship to all college curricular and co-curricular programs).
- A roster of the department (including administrative assistants) and a curriculum vitae of each faculty or staff member of the department/program/unit.
- The most recent department or program mid-point report and, if applicable, recent enrollment data and academic assessment reports.
- Any special publications of the program, e.g., brochures, newsletters, etc.

3. Departments/programs/units will provide the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) 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 if applicable, and a tour of the facilities. The itinerary will include an initial and exit meeting with the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs), meetings with department/program/unit personnel, and at least one meeting with an academic or unit leader from outside the department/program/unit being reviewed. It will also include time for review 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 for Recruitment and Academic Personnel (Faculty Affairs) 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.

4. After the report is submitted, the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) will forward a copy to the C/PD, who will share it with the members of the department/program/unit. The C/PD may, if desired, submit a written response to the report to the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs). The DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) will also share the report with other members of the administration and will then meet with the C/PD of the department/program/unit to discuss both the reviewers' report and the department's or program's response, and to consider any recommendations for action.

B. Review Timelines and Details

Beginning of the semester of the review:

- The DOF/VPAA, or designee, approves the list of reviewers recommended by the department/program/unit.
- The Department Chair or Program/Unit Director contacts the DOF/VPAA Office to identify potential dates. Dates are determined by the availability of the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs).
- Each reviewer is responsible for making their own travel arrangements to and from Saratoga Springs, via airline, car rental, train, or by driving on their own. The Administrative Assistant in the department or program will handle lodging reservations at one of Skidmore's direct bill hotels. The AA will also arrange transportation to and from the airport or train station, if necessary, or the reviewer(s) may use Uber or Lyft. The AA will collect each reviewer's expense reports with original receipts and a completed W-9 that should be forwarded to the DOF/VPAA Office. Payment of honoraria to each reviewer will follow receipt of final department or program report.

Four to Six Weeks Before the Review:

- The self-study is completed and sent to the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) for review.
- The DOF/VPAA Office will issue a letter to the reviewers stating the date, honoraria, and other information concerning their visit to Skidmore. Links to the *Faculty Handbook*, course catalog, and other pertinent institutional information are also included with the above letter to reviewers.

Three to Four Weeks Before the Review:

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

Two Weeks Before the Review:

- Self-study mailed to the reviewers by the Department Chair or Program/Unit Director. The Department/Program/Unit submits one copy of the self-study to the DOF/VPAA.

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 Reviewers' Visit

Prior Evening	If timing allows, 1-2 department members (ideally, the C/PD and Associate C/PD) may host Reviewers for dinner. (Note: The College does not reimburse for alcohol at working dinners of this kind.)
Day 1	Breakfast & Morning • Reviewers have breakfast on their own. • Reviewers begin formal activities by meeting with the DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) to discuss the itinerary and self-study and to review the major issues that will need to be addressed during their visit. • Reviewers meet with full-time department personnel (including administrative support staff). Each meeting should last at least half an hour. If there is a large list of personnel that need to meet with the reviewers, the department should determine the best process to structure the meetings. Lunch • If applicable, reviewers meet with majors and/or minors, or appropriate student constituencies, in the department or program. NOTE: Lunch is often a comfortable environment for students to meet with reviewers. Afternoon • Reviewers continue to meet with department/program/unit personnel. • If there are others who need to meet with the reviewers but do not necessarily require a one-on-one meeting, a reception can be planned for late in the afternoon. Reception costs must be approved by the DOF/VPAA. Dinner • Reviewers have dinner on their own to discuss their findings.
Day 2	Breakfast & morning • Reviewers have breakfast with the Chair/Director or members of the faculty/staff with whom they could not meet during day 1. • The DOF/VPAA and the ADOF for Recruitment and Academic Personnel (Faculty Affairs) 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.

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

D. Schedule for Self-Studies and External Reviews

2024-25	Self-Determined Majors
2025-26	Art (Accreditation) International Affairs Program Media and Film Studies Periclean Honors Forum Religious Studies
2026-27	Art History Health and Human Physiological Sciences Management and Business Mathematics and Statistics Music Physics Political Science
2027-28	Biology
2028-29	Dance Early Childhood Center (Accreditation/Site Visit) Education Studies (Accreditation/Site Visit) World Languages and Literatures Writing Center
2029-30	American Studies Geosciences History
2030-31	Black Studies Social Work (accreditation)
2031-32	Anthropology Asian Studies Classics Computer Science Gender Studies Philosophy
2032-33	Arts Administration English Environmental Studies and Sciences InterGroup Relations Latin American, Caribbean, and Latinx Studies Sociology
2033-34	Chemistry (Accreditation) Neuroscience Program Psychology Scribner Library
2034-35	Economics First-Year Experience Theater

V. **Retention of Files**

The digital landscape has largely eliminated the prior space constraints that necessitated careful consideration of what to retain. Nonetheless, an *organized* approach to record-keeping is essential for the smooth operation of department/program business, and especially for enabling the retrieval of essential documents.

C/PDs are responsible for accurate record-keeping and should work with all constituencies—including administrative assistants and chairs of internal committees—to be sure that important records are retained and filed appropriately.

General Guidelines:

- Use a consistent, secure electronic storage system that is password protected (e.g., Box, Datastor) and make sure the appropriate individuals have access to it
- Discuss records retention with necessary stakeholders (chairs of committees, administrative assistant, etc.)
- Preserve confidentiality, especially of personnel and performance records
- Consider developing a statement of department/program record-retention practices to be shared with future C/PDs

Records to be retained include:

- Search materials (Search plans, job advertisements, etc.)
- Minutes (department meetings, committee meetings)
- Assessment documents
- Midpoint Reports
- External Review materials
- Faculty Workload Tracking (workload credits, overloads, course releases)
- Personnel records (confidential)
- Evaluations of student learning ("long forms")

NOTE: *The destruction of dated long forms in their original paper format should be considered carefully; for example, long forms for all currently employed faculty members may be needed for future promotion cases and should therefore be retained, either by continuing to store the physical copies or by digitizing them and storing them electronically.*

Certain records must be maintained for a minimum number of years:

- Course syllabi (6 years)
- Final exams (1 year)
- Gradebooks (e.g., Excel spreadsheets, gradebooks in theSpring - 5 years)
- Personnel files (7 years after the last date employed by Skidmore)
- If not otherwise specified, 7 years except for External Review materials, self-studies, and mid-point reports, which should be maintained on file in the department office.

Digitization

In the interest of minimizing hard-copy materials requiring storage space, the academic administrative assistant, in consultation with the C/PD, may digitize existing department records and store them electronically in a secure system with password protection. For student evaluations, any student identifying information should be excised prior to digitization; check to be sure all other portions of the form are intact. Paper originals should be kept for a minimum of one year following digitization, after which they may be shredded.

VI. **Curricular Matters**

The C/PD is charged with advancing, as needed, departmental conversation regarding curricular changes. The website for the College Curriculum Committee provides information on how and when proposed changes should be submitted, as well as guidelines on course caps and other resources. Questions may be addressed to the Chair of the CC and/or the ADOF for Academic Operations and Student Academic Affairs.

General Considerations:

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 General Education requirements? All such matters should be discussed with the ADOF for Recruitment and Academic Personnel (Faculty Affairs).

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.

LIST OF APPENDICES